DOCUMENT RESUME

ED 234 201 CE 036 930

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TITLE A Study to Conduct an Analysis of Fall Out among Low-Income Head of Household Women Seeking Employment. Final Report.
INSTITUTION San Antonio Coll., Tex.
SPONS AGENCY Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE 3 Jan 83
NOTE 260p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adults; *Disadvantaged; Displaced Homemakers; *Dropout Prevention; Dropouts; Economically Disadvantaged; *Educational Needs; Educational Policy; Employed Women; *Employment Problems; *Females; *Job Training; Outcomes of Education; Participant Characteristics; Participant Satisfaction; Program Effectiveness; Womens Education
IDENTIFIERS Texas

ABSTRACT

This study was conducted to identify factors that affect disadvantaged women in their efforts to gain long-term employment or to complete vocational and technical education programs. Following a review of literature, a questionnaire was prepared and administered to 160 disadvantaged women in Texas. An analysis of the questionnaire responses identified a number of factors. Two factors that were consistently identified by all subjects were (1) the lack of marketable skills and (2) the lack of supportive services, particularly child care. Other inhibiting factors identified included financial difficulties; study, time management, and transportation problems; and inadequate socialization to work or education requirements. These were further hampered by a lack of competent career guidance and personal counseling as well as by a general lack of employment information and educational opportunities. The facilitating factors most consistently identified were child care assistance, financial aid for both education and employment assistance training programs, short-term employment and education programs that result in marketable skills, and job readiness assistance. The study concluded that (1) to increase successful completion of education programs by disadvantaged women, support services, particularly child care and financial aid, must be made available to this population and (2) although such help may facilitate the completion of job readiness programs, they do not ensure long-term employment because the participants do not always acquire skills in the programs for long-term employment. Recommendations were made to the National Women's Employment and Education, Inc.; to San Antonio College; and to Texas policymakers to improve programs to ensure success for disadvantaged women. (KC)

ED234201

FINAL REPORT

Project No. 22420002

A STUDY TO CONDUCT AN ANALYSIS OF FALL OUT AMONG LOW-INCOME HEAD OF HOUSEHOLD WOMEN SEEKING EMPLOYMENT

Conducted Under
Public Law 94-482 - Title 11, Vocational Education

The project reported herein was performed pursuant to a contract with the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency. Institutions undertaking such projects under state and/or federal sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official U.S. Office of Education nor the Texas Education Agency's position or policy.

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January 3, 1983

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ACKNOWLEDGEMENTS

Grateful appreciation is given to the many individuals who contributed their time and effort to the completion of this project. Most especially, appreciation is extended to Nellie Carr Thorogood and Dr. Earl Wright for the administrative support and general guidance they provided. Appreciation is also extended to Mary Chaffin who assisted in coordination and training of the interviewers who conducted the surveys. Special thanks is extended to Susan Nelson and Dr. Kirby Knox who provided valuable criticism and consultation services.

Josephine J. Knox

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Chapter I.

STATEMENT OF NEED

From the mid-sixties through the mid-seventies, the number of poor, adult males (predominantly white) declined while the number of poor women heading households swelled by 100,000 a year. This resulted in a prediction by the National Advisory Council on Economic Opportunity (1980) that if this trend continued, the poor of the future would be comprised solely of women and children, Consistant with their prediction, early data indicate that the number of female-headed families with children increased by 81 percent during the seventies, of which approximately one-third had incomes below the poverty level. This trend has been described as the "feminization of poverty." The disadvantaged women who head these families are single mothers, displaced homemakers, and elderly women. Many women find themselves in this position as the result of divorce, desertion, and death. As a consequence of these factors, an estimated 85 percent of American women can expect to support themselves (and/or their children) at some time during their life (WOW, 1982).

A variety of solutions have been proposed to solve the problem of lack of income for the impoverished, disadvantaged female headed family. The first solution proposes the collection of support payments from the missing male; however, this is more difficult than might be expected. Forty percent of absent fathers

contribute nothing to their children's support while the average payment provided by the remaining sixty percent is less than $2,000.00 a year. In addition, census figures indicate that the number of men raising children on their own declined between 1970 and 1980 (Ehrenreich and Stallard, 1980). Accordingly, women and their children cannot count on support to any significant degree from the male parent or former spouse.

Public assistance is a second solution to the problem. It is a solution, however, which most women do not wish to choose. In a 1978 study by Syracuse University (Professor Nancy Murdrick), it was reported that women's dependence on Aid to Families with Dependant Children (a federally funded public assistance program) peaked after two full years of divorce or separation from their spouse (Ehrenreich and Stallard, 1980). The results indicate that most women make a valiant effort to support themselves, but turn to welfare after they find barriers to employment which are often overwhelming (Hernandez and Suarez, 1978).

Successful employment is the third and most viable alternative for the disadvantaged woman. However, there exist many barriers to successful employment. Those most frequently encountered are lack of adequate child care, low self esteem, few skills and inadequate job socialization, inappropriate attitudes, ignorance of employment and educational opportunities, poor and inconsistant transportation, and occupational segregation which often results

in low-income earnings (U. S. Commission on Civil Rights, 1979: Women Still in Poverty). These barriers frequently result in women turning to welfare as a last resort. (See Appendix A.)

Many employment programs have evolved, which address these barriers. While the programs focus on preparing women for employment through job readiness training, they also provide individualized counselling and address problems such as child care, low self esteem, and transportation. In addition, these programs attempt to place women in employment which provides on-the-job training and upward mobility. Such training helps women to acquire marketable skills and provides the opportunity for better employment. One other goal is to assist women's entry into non-traditional employment in an effort to reduce occupational segregation.

Although employment programs have been examined as to their effectiveness, the results have been inconclusive. At times, programs are successful and place women in jobs which provide job training, the acquisition of employable skills, and upward mobility. Unfortunately, they also place many women in low paying, dead-end jobs. Out of 420 occupations listed by the Bureau of labor, 20 occupations account for 80 percent of employed women. Of those 20 occupations, most account for service work with low pay and few benefits (Ehrenreich and Stallard, 1980). Clearly, a "job" is not the viable solution to low income it would appear

to be. Without marketable skills or post-secondary education, women are unlikely to enter the labor force at positions above lower entry levels. (See Appendix B.)

A solution proposed to solve this problem is the integration of job readiness with vocational training. Vocational training, provided through community colleges, offers disadvantaged women short-term job training, as well as one and two year studies which provide marketable skills, particularly in the area of technical training. McCants, in her article "Breaking the Barriers: Women in the Technologies", indicates that employment of the future will separate those who are technically trained from those who are not. Individuals without technical training will compete for employment, usually in service areas, at lower entry levels, and for less than adequate wages (McCants, 1978). The integration of job readiness and vocational training has resulted in a formidable challenge to the problem of occupational segregation. One problem encountered by both the employment program and the community college is attrition (i.e., women who fall out and do not successfully complete such programs). Fall out creates a problem for both educational and employment program planners. Identifying which factors contribute to fall out and which factors contribute to successful completion of programs and entry into employment is crucial to effectively assisting disadvantaged women.

This research study was proposed to identify barriers which inhibit women from achieving education and employment goals. The study was designed to specifically identify those factors which lead to fall out, as well as those factors which lead to successfull completion and employment. The population examined for the purpose of this study was disadvantaged women. This group was operationally defined as women who were single, head of household, and low income (those meeting criteria established by the Office of Management and Budget for low-income families or those receiving financial aid). In addition, they had, within the last three years, entered an employment assistance program and/or a community college and were in or had been in one of the following conditions: (1) employment providing on-the-job training, (2) enrollment in short-term training at the community college, (3) enrollment in long-term training at the community college, and (4) enrollment in the Child Development project at the community college. The participants of this study included those women which fell out of the above programs or did not stay employed, and those who successfully completed the goals of the above programs (or were in progress) and had entered and remained employed. By interviewing these women and examining their experience, it was anticipated that the factors inhibiting or facilitating their success could be identified.

To achieve the goal of this study, the following objectives were undertaken:

Objective 1: Selectively review relevant literature identifying traditional barriers and support services affecting the historically disadvantaged in their efforts to complete training in technical programs. To achieve this objective, four ERIC searches were completed. To date, a body of literature relating disadvantaged women to technical training has not been found. As such, related literature identifying disadvantaged women, traditional barriers to achieving educational and employment goals, and support services was examined.

Objective 2: Conduct 100 interviews with 1979-1981 National Women's Education and Employment participants to cite: (a) individual barriers prohibiting continuation in enrolled program, (b) support mechanisms/services leading to successful completion in enrolled program, (c) support mechanisms leading to successful on-the-job training and employment. The National Women's Education and Employment program is an employment assistance program in the State of Texas. In addition to participants from this program, women were also interviewed from the Bexar County Women's Center, the San Antonio College Displaced Homemakers Program, and San Antonio College female students, who were also identified as low income women. The Bexar County Women's Center and the SAC

Displaced Homemakers Programs also provide employment assistance to single, head of household females.

Objective 3: Analyze the findings from these interviews with specific recommendations to concerned program directors and planners, to be found in the body of this paper.

Objective 4: Make available the findings and results of this project to all interested State and private agencies seeking up-to-date information regarding strategies in assisting disadvantaged women gain entry into technical training areas of education and employment.

It is the overall intention and objective of this research project that the findings contribute to the growing body of literature regarding the disadvantaged woman. It is also the intention of this project to provide pragmatic information to program palnners assisting these women to achieve educational and employment goals.

Chapter II

REVIEW OF THE LITERATURE

Introduction

Before proceeding with a review of the literature, it is first important to fully appreciate and understand the characteristics of the population under study. Low income, single, head of household women have recently been described as "disadvantaged women", a term which more accurately suggests the difficulties these women face in their daily lives. In addition to being single, the heads of household, and having low incomes, these disadvantaged women also characteristically lack self-esteem and assertiveness, have low self-confidence and self-images, and generally have limited problem-solving and decision-making abilities. In many cases, they also have little education and work experience, lack family or other societal support, and must deal with sexual, cultural, and racial discrimination, often while lacking knowledge of options, alternatives, or available community resources. The term "disadvantaged women" better conveys this myriad of associated characteristics. As noted previously, for the purposes of this study, disadvantaged women are defined as women who lack adequate economic and personal resources to achieve education and employment onjectives.

Prior to the seventies, the low income, head of household female was largely considered a black phenomenon. In 1977, however,

a study conducted by the National Advisory Council on Women's Education Programs found that despite a variety of demographic variables this condition was also prevalent among many white females and other minority women. As a result of the testimony, the Council was able to identify three important sub-groups of disadvantaged women. These included single mothers, displaced homemakers, and older women. Another significant finding was the recognition of both the similarities of each group's needs (i.e., the need for a liveable income), as well as their unique differences. The Council concluded with recommendations encouraging the coordinated use of resources to address problems which the groups had in common, such as child care and transportation, and individualized attention to the unique factors which acted as barriers to the achievement of education and employment goals (Eliason, 1978). Perhaps the single most important indicator of disadvantaged women is low income. The single, head of household female must rely on her income, alone, to provide housing, food, clothing, transportation, and health care. Unfortunately, many of these women are impoverished. In its twelfth annual report, Critical Choices for the 1980's, the National Advisory Council on Economic Opportunity reported on the changing character of poverty in the united States. Between 1960 and 1980 the total percentage of people living in poverty declined from 35% to 25%. Although this would seem to be a significant achievement, closer examination reveals that the

majority of beneficiaries were families headed by white males: minorities and women fared less well (Women's Work Force, 1981). Between 1970 and 1977, the number of poor families headed by men decreased by 25% while the number of poor families headed by women increased by 38.7% (Auletta, 1982). Additionally, in the decade preceding 1978, the number of poor children from male-headed households decreased by 1.2 million. By contrast, in families headed by women, there was an increase of 1.5 million impoverished children (Women's Work Force, 1981). This may, in part, reflect the 81% increase in the number of female-headed households with children, which occurred between 1970 and 1979 (Ehrenreich and Stallard, 1982). Stated in other terms, in 1978 one in every three female-headed households lived in poverty, as compared to one in eighteen male-headed households. The National Advisory Council went on to predict:

> "All other things being equal, if the proportion of the poor who are in female-headed families were to increase at the same rate as it did from 1967 to 1977, they would comprise 100% of the poverty population by about the year 2000." (Women's Work Force, 1981)

This trend toward increasing poverty among women was first recognized by sociologist Dr. Diana Pearce in 1978, who called it "the feminization of poverty." The National Advisory Council on Economic Opportunity also noted the trend and coined Dr. Pearce's phrase by stating:

> "To the extent there have been "winners" in the War on Poverty during the 1970's, they have been male--and

mainly white. . . .The feminization of poverty has become one of the most compelling social facts of the decade." (Women's Work Force, 1981)

Several reasons were offered to account for this "feminization of poverty":

1) increased marital disruption in society,

2) inadequate benefits and support services for working mothers,

3) continued barriers to employment opportunities for female workers, and

4) low earnings of working women. (Women's Work Force, 1981).

Many married women find it difficult to imagine themselves without their husband's support, yet for the majority of them it is an unfortunate liklihood, either through separation, divorce, or death of their spouse. Highlighting this is the increasing frequency of divorce in American life, where nearly one in every two marriages ends in divorce (Women's Work Force, 1981). Having been socialized to be wives and mothers, large numbers of women, often referred to as displaced homemakers, are finding themselves without adequate education, job experience, or employable skills with which to enter the labor market at other than low paying, dead-end jobs. Without adequate income, they often fall into poverty.

One common myth portrays the divorced woman as having few financial concerns because of alimony and child support payments. The reality is stark in comparison. Only 14% of divorced women

are awarded alimony, and of those only 7% collect it regularly. Only 46% of divorced mothers are awarded child support and only half of them collect it regularly. Within three years of their divorce, 81% of divorced fathers have stopped paying awarded alimony or child support. These figures paint a grim picture for the divorced, single woman, especially if she has the added responsibility of children (Women's Work Force, 1981).

Children cam complicate the disadvantaged woman's efforts to gain employment. If the children are pre-schoolers, the mother must either find suitable child care or arrange for part-time employment. If she chooses part-time employment, which approximately 25% do, then she is left with lower pay and lack of benefits, especially health coverage (Women's Work Force, 1981). A large number of women solve their dilemma by choosing to leave their children unattended while they are away at work. This has given rise to a group of neglected children referred to as "latch key" children. In Texas, there are 32,000 such children. The mothers responsible for this neglect comprise 30% of the married females in the Texas labor force (Texas Department of Community Affairs). The need for increased child care facilities to aid these women is readily apparent.

Another contributor to the "feminization of poverty" is the continued barriers to employment opportunities for female workers. Most women who successfully gain entry into the labor market find

themselves employed in the "traditional" female jobs -- clerical work, sales, light manufacturing, and service work. This point has been reiterated by the U. S. Commission on Civil Rights:

> "Traditional ideas of where women belong in the economy and patterns of employment discrimination have readily excluded women from certain areas of employment (such as executive and managerial positions) and from the skilled crafts, which have been traditionally male dominated. Women have been channeled (regardless of their motivation) into lower paying, lower status jobs that men have not wanted, such as clerical and household work." (U.S. Commission on Civil Rights: Women Still in Poverty).

It is true that federal affirmative action programs, coupled with training programs to teach women skills in non-traditional jobs, had led to an 80% increase in women employed in skilled trades in the past ten years, obviously a commendable improvement. Having nearly doubled the number of women employed at skilled trades, women now comprise nearly 4% of painters, 3% of machinists, 2% of electricians, 1% of plumbers, and 1% of auto mechanics are women (Women's Work Force, 1981). Of women employed in 1978, 68.5% held low-paid traditional "female" jobs; 21.6% held sex neutral jobs and only 9.9% held well-paid traditionally "male" jobs (Women's Work Force, 1981). The number of women in skilled trades will need to increase considerably more before even a slight improvement in the number of women holding non-traditional jobs can be claimed.

The problem of occupational segregation is further compounded by current wage differentials between men and women. It is not uncommon for men and women performing the same job to have a significant wage differential, which is rarely, if ever, in the woman's favor. For instance, in 1981, women sales workers earned on the average 52% as much as male sales workers, women college teachers earned 80% as much as their male colleagues, and women bank officers earned 60% as much as their male counterparts (Ehrenreich and Stallard, 1982). The combination of unskilled jobs and discriminatory wage differentials combine to lower the median income of women as compared to men. According to the Women's Bureau (1977) the 1976 median earning for women was $8,312.00. For men, it was $13,859.00. Employment, for women then, is not the solution many people would believe it to be:

> "Without serious federal and state policy intervention, millions of women in the United States can expect to live out a grim scenario. They can expect to grow up as a member of the working poor, raise children alone and in poverty, and finally, join the majority population of the female aged poor" (Women's Work Force, 1981).

The State of Texas has not escaped the national trend toward greater numbers of disadvantaged, impoverished women. On the contrary, data collected by the Texas Department of Community Affairs indicate the problem is even more pressing in Texas. Nationwide, a 30% increase in the number of female heads of household occurred between 1970 and 1978. By contrast, in Texas the increase from 287,213 in 1970 to a projected 794,041 in 1978.

With this large increase in female heads of households has come a corresponding increase in the numbers of impoverished women and their families. Of one-parent families with female heads of household and children under six years of age, 65% have incomes at or below the poverty level, another 23% are in near poverty and generally cannot qualify for public assistance (Texas Department of Community Affairs, 1979).

Another contribution to the high number of impoverished women in Texas is its large percentage of Mexican-American women. These women face not only the continuing barriers of occupational segregation, wage differentials, and sexual discrimination, but must also deal with the additional burden of racial and cultural bias. Minority women are consistantly found to fare less well than white women throughout the United States. The frequency of impoverished Mexican-American female heads of household is twice that of their Anglo counterparts (i.e., two of every three Mexican-American female heads of household versus one of every three Anglo female heads of household (Texas Department of Community Affairs). The State of Texas, perhaps more so than many of the other forty-nine states, is faced with a growing problem of epidemic proportion and seriousness. It is of paramount importance and an ever-present challenge to federal abd state legislative bodies to develop both educational and job training programs which can effectively meet the needs of disadvantaged women and help ease the personal and societal strain their dilemma presents.

EDUCATION

As noted in the introduction, the acquisition of marketable skills affords the disadvantaged woman the opportunity to enter the labor force at a level sufficient to insure an income with which she might elevate herself from the ranks of the impoverished. Her greatest asset in the acquisition of such skills is her level of education, a fact which has been well documented in the literature. The literature examines such information as: the purposes and goals of education, the successes and failures of different federal and state programs which have been established to deal with the educational needs of disadvantaged women, as well as, fact finding studies to identify the problems and needs of the educationally disadvantaged. From this material, little can be gleaned which directly addresses the objective of this study, that is, the identification of those factors which lead to the successful completion, by disadvantaged women, of vocational and job-training programs as well as those which precipitate participant fall out. There does exist, on the other hand, information which deals with the factors and personal characteristics which inhibit women from successfully entering such programs, or which prevent them from obtaining such skills in the first place. Some of these barriers to education and employment might be inferred to be acting on disadvantaged women to prevent their completion of such programs, as well as their entry. For instance, lack of confidence,

poor self-esteem, and inadequate basic educational skills contribute to women dropping out of vocational education and on-the-job training programs as much as they prevent many women from attempting to enter such programs in the first place. Perhaps a better example is the lack of support services for disadvantaged women who wish to attend educational or job training programs. It is not uncommon for these women to find it impossible to enter a program because of inadequate child care services or ignorance of financial aid. Women who attempt entry into such programs may, at a later date, need to withdraw because of the unrelenting pressures of family and child care responsibilities added to their educatioanal, job training, or employment responsibilities. For this reason, the greatest part of this selective literature review will address not so much the published data on factors influencing "Fall out", which is scant, as it will the traditional barriers to achieving educational and employment goals.

Before reviewing the barriers to educational attainment, a brief review is given of the benefits and impact of education on disadvantaged women. Many papers discussed the benefits of education. In those papers, attention was directed at two major areas; economic benefits and personal attainments. A general overview of the purpose and goals of education was found in the historic Brown vs. Board of Education Decision. Although the thrust of the decision was directed toward the education of children and

the detrimental effect of racial discrimination, it is equally pertinent to adult education and sexual discrimination:

> "Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training and helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms." (U. S. Commission on Civil Rights: August, 1978).

There is ample research which demonstrates that a woman's low educational achievement is associated with poverty, poor health care, and poor physical and mental health. In 1977, Zena Blau directed a study on the effects of educational achievement in a group of Texan men and women, aged 55 and older. Her study included 1,674 females and provided "strong and consistent evidence of the critical importance of education for women's economic security and well-being in middle and later life." She went on to

add, "the best educated women are least at risk of economic, mental, and physical health problems, while the least educated are most at risk in middle and later life." (Wood, 1980).

Another finding of the Blau (1977) study was the relationship of educational level to labor force participation. Her results indicated that education was a major determinant of labor force participation, with individuals having the least years of school completed also having the lowest level of participation. That lack of participation, she concluded, contributed to lower income levels and poverty.

In addition to the economic benefits Blau addressed less material gains as well. She noted that the more education a woman obtained, the greater her participation in the community and the more physically and socially active she was in later life (Wood, 1980),

Very similar findings were noted by Barbara Young in a four year study which took place in Louisville, Kentucky between 1969 and 1973. Her study was designed to examine the impact of higher education on the economic situation and personal growth of welfare mothers. With funding largely provided by the Work Incentive Program (WIN), 350 welfare mothers were enrolled in local colleges. The study involved 144 of these women who responded to mailed questionnaires. There was no significant difference between grade point average or number of class hours completed of those who

responded to the questionnaire and those who did not. The results demonstrated that despite a lack of preparation, many of the women did very well. Of the total group, 75% obtained a C average or better, with more than 50% obtaining a B average or better. Many of the welfare mothers noted personal and social changes which included increased confidence in their abilities, 70%; improved self image, 69%; increased interest in social and political issues, 60%; and two important unexpected results which involved the participants' children. Greater than 50% of the welfare mothers became more involved in their children's education, and 35% noted improvements in their child-rearing practices.

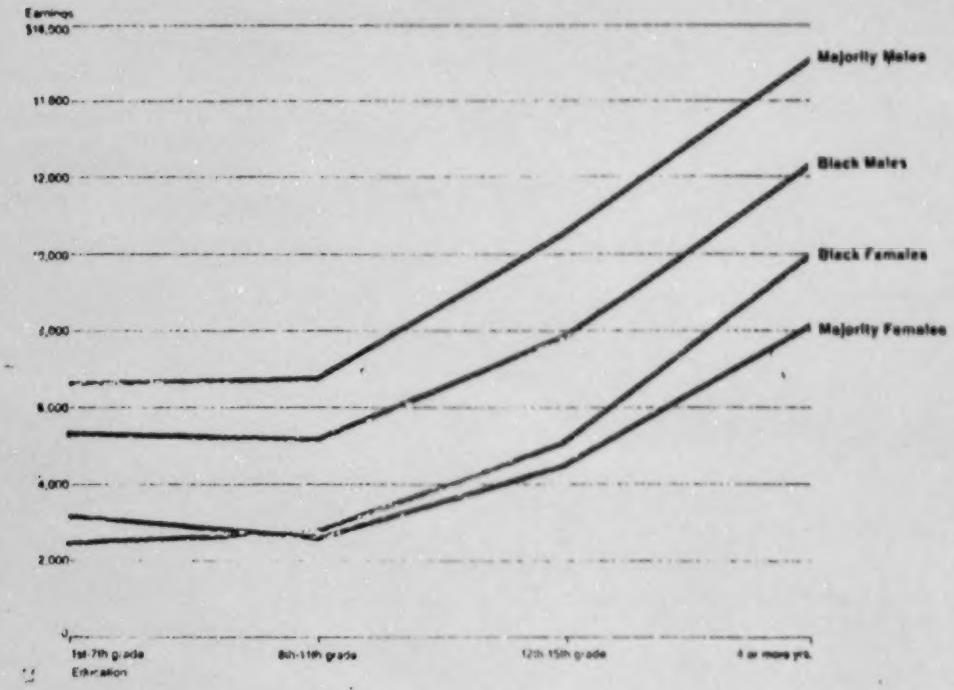
The degree of economical improvement was also examined but because nearly half of the women were still in school, a large number could not report a change in their economic situation. Of those women who had completed their schooling, a majority agreed they had improved their economic situation. Unfortunately, this was only a subjective measure and no data were collected to quantify the degree of improvement.

The obstacles that many of these welfare mothers overcame to attend college will be discussed later in this review; however, it should be noted that obstacles notwithstanding, a significant number of women did manage to successfully advance their level of education and improve both their economic situations and personal growth. It was concluded by Dr. Young that "higher education offers a viable means for ending dependence on welfare and

for making more women productive members of society" (Young, 1977).

The impact of education on employment opportunities and income level has been noted earlier in this paper. A graphic illustration of the relationship of education level on median earnings is provided by a report of the U. S. Commission on Civil Rights entitled "Social Indicators of Equality for Minorities and Women" (1978, p 23).

Figure 2.7 Median Earnings in 1975 by Years of School Completed for Majority and Black Males and Females with Some Earnings



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Several important points should be noted from this graph. The first, and most apparent, is the increase in median earnings in relation to increasing years of educational achievement. This is true for all groups; male, female, majority, or black. The second point is that for any given year of educational achievement, males, either majority of black, earn nearly 50% more per year than females of the same ethnicity. A third and equally disturbing point is that majority females with college degrees earn only slightly more than majority males who failed to graduate from high school and, on the average, earn $2,000.00 less than majority males who have graduated from high school. The figure demonstrates both that as education levels increase so does income, but that this is more true for males than for females.

The remainder of this chapter will address the literature on barriers to educational attainment. There are any number of personal or societal conditions and circumstances which influence the ease or difficulty an individual has in either completing their education or returning to complete it at a later date. Some of these barriers the woman brings to the system, others of which are inherent within the system and society in general.

Many of the barriers a woman faces, when seeking an education, are, in a sense, self-imposed, or, at least, result from personal inadequacies. These include a lack of self-confidence, poor self-esteem and self-image, inadequate basic education skills such as

reading, writing, and studying ability, fear of failure, and, ironically, fear of success. Other hindering obstacles are a lack of awareness of available assistance agencies and an unrealistic understanding of her present or future work needs, which often combine with a general occupational awareness. Closely related to many of these is the impact of socialization, especially sex stereotyping by parents, family, society, and the educational system itself. This last point was reiterated throughout the literature reviewed (Strum, 1980; Chaband, 1970; Cota-Robles Suārez, 1981).

Most women in the United States, especially women in disadvantaged circumstances, have felt the impact of having been brought up in a society which clearly defines the attitudes and behaviors expected of its members. This has led to the formation of rigid, stereotypic sex roles that severely limit the individual's freedom to behave in any manner other than that allowed for members of his or her gender. The result has been a pervasive code of attitudes and behaviors which touches all aspects of an individual's life and which permeates all institutions and levels of society. As will be shown later in this paper, the education system has not escaped socialization and sex stereotyping.

Dr. Cecilia Cota-Robles Suārez reviewed much of the literature published on sex stereotyping and wrote the following in "The Minority Women: Racial/Sexual Overview":

"Socialization into designated sex roles begins very early in life -- with the newborn baby's pink or blue blanket. In growing up, the child's treatment by parents and society has been highly dependant on the child's sex. . .Women have been raised to fill social roles that society has demanded of them (Freeman, 1950). They have been trained, according to Freeman, to model themselves after the accepted image and to meet the expectations that are held for them by society" (Cota-Robles Suārez, 1981).

One impact of sexual stereotyping on women has been to emphasize and honor their roles as wife and mother, while denigrating their role as potential members of the labor force. Thus the socialization process leads many women to view marriage as a termination point for employment and education goals. Very often, young women are led to believe that economic security results from marriage. A result of this has been to minimize the need for women to complete their education or to learn marketable skills. A study undertaken in Wisconsin noted that many American female teenagers who are not college bound believe that if they have to work at all it is only for a short interval until they marry. They do not realize that they may well expect to work outside the home for more than twenty years as many women do (U. S. Commission on Civil Rights: Women Still in Poverty, 1979). This point was made consistently in testimony obtained from disadvantaged women by the National Advisory Council on Women's Education. In 1977, nationwide hearings were held to gather testimony from disadvantaged

women for the purpose of developing recommendations for the Secretary of Health, Education and Welfare, as well as local agencies and institutions seeking to serve educationally disadvantaged women. One of the summary points stated:

> "The common denominator for all 26 million of these women is that they are caught, because they are women, in stereotypes. They are the product of past educational and social patterns which do not apply to today's reality" (Eliason, 1979).

The report went on to add that one very common theme throughout the testimony was that the denial of educational opportunity had deprived women of skills needed to earn basic, decent livlihoods.

Although the socialization of women towards marriage and away from the labor force occurs in society at large, it is further perpetuated in the educational system itself. This occurs in two main areas -- one is the cultural bias of most teachers and guidance counselors, and the second is the management of vocational programs.

The need for responsible, non-sexist educational and vocational counselling at all educational levels, but especially at the high school level was another finding of the National Advisory Council on Women's Educational Progress. Many women testified concerning the role played by their high school guidance counselor in directing them into traditional homemaking skills and away from further education and non-traditional job skills. The following is a quote

from the Council recommendations which addressed the problem of sexist guidance counselling:

> "The council recommends to the Secretary of Health, Education, and Welfare that existing Federal laws, including age discrimination laws, Executive orders, and regulations be enforced more thoroughly to assure that women and girls are afforded educational equity in career counseling, curriculum selection, classroom training, and post-secondary preparation. Such enforcement should require improved and expanded counseling at the elementary and secondary school levels so that in the future women can be better equipped to avoid the problems of today's displaced homemakers, single mothers, and older women" (Eliason, 1978).

Also incorporated into the above recommendation was the need for non-sexist "curriculum selection", and "classroom training." This was directed at the emphasis on traditional homemaking skills in secondary vocational training programs. School systems frequently have discouraged girls from considering nontraditional vocational training. Without encouragement, most girls usually fail to consider training in skilled crafts (U. S. Civil Rights Commission: Women Still in Poverty, 1979).

In secondary schools, females make up the majority of vocational education students, however, their enrollment declines in post-secondary and adult programs. Of these women, about four out of five were trained in home economics and office practices rather than in nontraditional skills (Ruby, 1977). In a review of vocational education, Levine noted that occupational segregation was

as prevalent in vocational education as it was in the labor force. Health and office work, "traditionally female" fields, accounted for 85% and 76% respectively of the female enrollees. As might be expected, men were 95% of the agricultural trainees, 90% of those in technical programs, and 88% of those enrolled in trade and industrial programs. He also noted that traditionally women's fields had much lower per pupil expenditures and about half the average entry wage of the traditional male occupations (Levine, 1981). The prevalence of socialization and sex stereotyping in vocational training has been decreased with federal and state legislation, however, a serious problem still exists, as will be discussed later.

As important as personal factors and socializations are as potential barriers, two other factors appeared more frequently in the literature. They were the unavailability of financial support and insufficient support services, most frequently child care facilities.

In Barbara Young's study on welfare mothers in college, the issue of obstacles to school attendance was examined. Her findings indicated that financial difficulty was the leading cause of withdrawal. Of the original group of enrollees, 40% eventually withdrew. Financial difficulties accounted for 20%, 10% left because of academic reasons, while 10% withdrew for personal reasons. This prompted Young to conclude:

"The greatest obstacle, therefore, to these mothers' ability to continue their education was the lack of finances - either their inability to survive on the funds from Aid to Families with Dependant Children (AFDC) or the lack of continued support from sponsoring agencies. Their ability to do college work and their ability to manage their personal lives were not issues of critical importance" (Young, 1977).

Eliason's report on the findings of the National Advisory Council on Women's Educational Programs also reflected this emphasis on financial and support services barriers. Of the thirteen Council recommendations made for either new legislation or alternatives to existing legislation, four dealt with financial concerns and one addressed the need for grants to support child care centers at public educational institutions. The women who spoke at the council meetings stressed the following obstacles:

1) lack of living stipends or practical work-study options for the woman who must both support her family and acquire training,

2) absence of grants to defray the costs of child care, transportation, books, equipment, and clothes,

3) absence of financial aid to enable the would be student who must work part-time to study part-time, and

4) overly stringent loan regulations (Eliason, 1978).

As noted above, there are many aspects to the financial barriers issue. One aspect stressed by a number of papers was the difficulties created by the need for many women to attend school on a part-time basis, primarily because inadequate loans or grant aid necessitated part-time employment to help defray expenses. The

difficulty presented by part-time schooling is that most federal and state programs are not set up to provide financial assistance to part-time students. One of the papers which addressed this problem is Levine's article on child care and equal opportunity for women which will be discussed later in this paper.

Levine reported that Title IV of the Higher Education Act of 1965 authorized several types of Student financial assistance ranging from college work-study to Pell grants (formerly Basic Educational Opportunity Grants). Eligibility, however, for Pell grants requires that the student be enrolled at least half time as an undergraduate (Levine, 1981). Women who cannot enroll for at least half-time participation are left to hunt for financial aid elsewhere. This, in effect, excludes many disadvantaged women who must place employment and income needs above educational needs.

Closely tied to inadequate financial support was the lack of child care services. Often women with pre-school children needed financial assistance for child care services in addition to money required for tuition and educational supplies (Young, 1977; U. S. Civil Rights Commission: Women Still in Poverty, 1979; Eliason, 1978; Levine, 1981). As noted previously, one of the recommendations of the National Advisory Council on Women's Educational Programs dealt with the need for adequate child care services. This arose from testimonies stressing the need for child care facilities by many of the disadvantaged women. In addition, one

survey by the Center for Women's Opportunities was cited which revealed that of 1,200 two year and technical institutions, only 132 provided child care facilities on campus. In many instances, waiting lists were long and child care allowances were seldom included in the parent's financial aid package (Eliason, 1978).

As noted in the initial discussion of barriers to education, many disadvantaged women suffer from inadequate educational skills. This may result from having dropped out of school before completing their education, inadequate acquisition of skills despite having completed school, or loss of previous skills due to the passage of time. Regardless of the reason, a woman ill prepared to meet the demands of re-entry into the educational system may find herself overwhelmed and incapable of continuing, which leads to her eventual fall out. The literature indicates that these deficits are not insurmountable. A new and progressive approach to the problems of the educationally disadvantaged student was discussed in "The Chronical of Higher Education" (1982). In this article, the Commission on Higher Education of Minorities advocates that institutions of higher education adopt a "value added" system. Under this system, a student is admitted and evaluated on the basis of his potential for learning and growth. This requires an assessment of the student's relative strengths and weaknesses such that an individualized program can be formulated which makes maximum use of the student's potential, while working to improve his weaknesses. This

approach runs counter to the traditional model of admission and evaluation based on test results and grades. Under the values added approach, a woman with poor secondary school grades can be admitted and receive an education where previously she would be denied entrance or would have dropped out when overwhelmed. Because of its focus on educationally disadvantaged students, this approach compliments the open door policy which progressive schools have adopted (The Chronical of Higher Education, 1982).

The Commission, in reporting on the results of a three year study, concluded that traditional testing and grading methods in higher education do not contribute to learning but lead to further obstacles for poorly prepared students. Traditional testing and grading leads to rank ordering of students based on their present performance rather than measuring their potential for learning and academic growth. The Commission advocated a competancy based educational approach which included "diagnostic" testing to identify potential while providing the student with supportive, individualized instruction. The Commission also pointed out that for many students, the community college's open door policy leads to the student being pushed out of the system. This resulted from using traditional testing methods, unrealistically assessing student needs, and failing to address individual learning deficits. The Commission concluded with the following recommendations that colleges and universities provide:

1) counselling services and personal support groups to assist minority women in overcoming barriers that result from double standards and sex role stereotyping,

2) science and math clinics and special courses to help minority women make-up deficiencies in the preparation of these subjects so that these women will be able to consider a wider range of careers,

3) that institutions hire and promote minority women as faculty, administrators, and staff,

4) that institutions provide child care, and

5) that institutions involve minority women, who live at home, more fully in campus life to increase their interaction with other students (The Chronical of Higher Education, 1982).

While these recommendations focused on minority women, they are applicable to all low income head of household women. The recommendations by the Commission present a challenge to post-secondary educational institutions to be more involved and responsible for the success of the student. Also, the recommendations indicated the social, as well as academic, deficits of disadvantaged students.

The above findings stress the need for doors beyond the "open door" policy of higher educational institutions through which students can address their deficits and obtain the preparation for higher education they need. Allowing students to "pass" without acquiring the foundation they need to enter and participate fully in learning cheats both the student - resulting in his ultimate failure, and the institution - of a competent graduate. There is

growing body of literature which addresses the variety of strategies which have been developed to meet the needs of disadvantaged students-deficits. It is not within the scope ot this paper to cover this material; however, two important developments, the instructional revolution and identifying the high-risk student, should be mentioned.

Dr. Patricia Cross addresses individual needs of students' learning processes in her presentation to the Symposium on Individualized Instruction. She states:

> "We know that there are significant individual differences on three dimensions of learning. People do differ in learning rate, learning styles and in their motivation and talents for various types of learning tasks. This means that if we expect learning to have maximum impact on the development of individuals, we must offer options with respect to pacing, method of instruction and curriculum content" (Cross, 1976).

Cross indicates that there is room within the educational system for an adult learner entering with deficits. She advocates that all students be assessed in terms of their individual learning needs and characteristics. Such an approach calls for individually tailored education which focuses on learning at a rate the student is capable of, and in a time frame chosen by the student. Dr. Cross points out that progressive educators and institutions will be part of what she identifies as the "Instructional Revolution."

These educators and institutions will provide students with individualized instruction through a variety of techniques and methods. Students from all cultural, racial and economic backgrounds will have, through this approach, an opportunity to acquire an education that is self-paced with the students competently arriving at their learning goals. Cross indicates that this revolution in instruction and learning is increasing in usage. As the result of a recent survey, she reports, the use of self-paced learning has increased from one-third of colleges in 1971 to over two-thirds in 1974 (Cross, 1976).

While this approach is being identified as a revolution, it may be more appropriate to identify it as a significant evolution in the teaching and learning process. Most importantly, it provides the means by which all students may become competent at the learning task they have chosen rather than a few who meet the criteria of strictly structured time and assistance in the traditional classroom setting. For disadvantaged women who hope to gain economic independence through education, this new approach offers the means by which that goal may be attained.

Another equally important advancement in education that will have a profound impact on the success of disadvantaged women is the willingness of educators and institutions to identify and work with the student identified by Roueche (1978) as high risk. Roueche (1978) points out that community colleges are absorbing

increasingly large numbers of students who are characterized by "failure identities." These students enter the community college deficient in academic, learning, and social skills. They are clearly ill prepared to succeed in traditional academic studies. He provides an example stating that the average student entering the community college reads at an eighth or ninth grade level. The developmental programs used thus far to address these deficits have not been successful. The failure to upgrade the high risk student is usually the result of several factors: 1) an approach by the institution which is lacking in both committment and a realistic assessment of student needs, and 2) the services are fragmented. The result is the students who enter with hope leave in frustration.

Intensive care treatment is the remedy Roueche (1978) advocates for the high risk student. He proposes a "semester-long, full-fledged developmental program" which would result in the student acquiring the academic, learning, and social skills required to achieve their educational goals. It is a developmental approach to solving the problems which inhibits the potential succes of even the brightest high risk students. Intensive care is developmental in that it provides the means by which the student's learning processes can be strengthened before they are tested in the classroom. By identifying these students at the entry point, they may be structured for success rather than passed on for failure.

The literature on education identifies a variety of traditional barriers which impedes women's educational progress. From this review, the following conclusions can be drawn: (1) in general, each disadvantaged woman faces not one but several obstacles, the dominant of which are child care, financial needs, inadequate socialization and learning deficits. (2) to assist disadvantaged women achieve educational goals, a cooperative coordinated effort must be made between academic instructional programs, such as developmental studies and support services.

Fall out from educational programs by disadvantaged women can be addressed and reduced through realistic assessments of resource and learning needs and provisions to meet those needs.

EMPLOYMENT

As noted earlier, there is little specific information found in the reviewed literature which addresses fall out of disadvantaged women from employment programs. In contrast, there exists an abundance of literature which examines traditional barriers to employment such as sex discrimination, occupational segregation, and lack of support services. This literature is especially relevant to disadvantaged women and the factors leading to their fall out from employment. The following discussion therefore will address these traditional barriers to employment in view of their relationship to fall out from employment programs. Following this discussion is a review of federally funded employment assistance programs with emphasis on their successes and failures at resolving the employment problems of disadvantaged women. The discussion will include the efforts of employment assistance and programs to provide potential solutions to the employment problems which face many disadvantaged women (i.e., lack of marketable skills, entry to jobs at low levels, low pay, and jobs lacking upward mobility).

While reviewing the literature on barriers to education and employment, it becomes strikingly apparent, that for disadvantaged women, many of the barriers they face contribute equally to both their educational and employment difficulties. It is therefore somewhat arbitrary to discuss the barriers to education and

employment separately, although for clarity this has been done. Where it seems beneficial to do so, barriers such as sex bias and stereotyping will be rediscussed in light of their additional effect on employment.

As with barriers to educational attainment, the barriers to employment can be viewed as either inherent to the individual or imposed on the individual by her environment. Personal barriers that interfere with a woman's ability to seek, obtain, and remain employed include: lack of self-confidence, poor self-esteem and self-image, lack of basic work habits, unrealistic attitudes concerning present or future work needs, and lack of occupational awareness (Hernandez, 1981; Shields, 1981; Osborn, 1977; Harmon, 1979).

The importance of several of these barriers was highlighted in a report by the New York State Guidance Center for Women. By its nature as a pilot project, the Center was short lived; however; it successfully compiled a large amount of material on the needs of disadvantaged women during its three-year life span. Although dated, many of the Center's findings are as pertinent today as they were in the late 1960's (Tinsley, 1980; Farmer, 1976, 1980; Baruch, 1972; Taylor, 1964; DiSabtino, 1974; Brauch, 1976). Many of the women who were trying to enter the job market were noted to lack self-confidence and feared they would be unable to compete with younger employees. Frequently, these women were also

unwilling to explore unfamiliar occupational areas, such as technical or nontraditional skills. Perhaps most significantly, findings by the Center evidenced the restraining effect of socialization and sex stereotyping on women's efforts to become employed. Many women found it difficult to overcome the societal expectation of women to remain at home as housewives and mothers. This was closely tied to another restraining factor, the fear many women had of appearing less "feminine." This led many women to accept occupations which were obviously "feminine" in nature, such as clerical work, aides in hospitals and schools, teaching and health occupations, and to avoid fields perceived as "masculine" such as technical fields or construction. The effect of socialization and sex stereotyping on their self-images was readily apparent.

In a similar finding, the Center noted a detrimental effect of "feminine" education patterns during childhood and youth. It is not uncommon for girls to perceive themselves as "not liking" mathematics or science. This perception deterred their entry into occupations viewed as being highly technical because of their association to mathematics and other science related material. This was found to be true even when occupations required no math or science but were only perceived as similar to occupations which did. Likewise, this fear also extends to entry into certain vocational training programs (Westervelt, 1968).

The importance of socialization and sex stereotyping was evident throughout the literature reviewed. In many respects it was a central theme, running consistantly from article to article. In many of these articles, the authors emphasized the role played by school systems and, especially, guidance counselors. This point was perhaps most strongly stated by Cecilia Cota-Robles Suārez in her article, "The Minority Woman: Racial/Sexual Overview":

> "The public school system can be described as preparing females and males for traditional roles. The schools have enforced existing attitudes of a sexist society through their curriculum, social interactions, and instructional materials (Levy, 1974; McCain, 1973). According to Levy, schools have played a major role in the perpetuation of sexism by forcing children into rigidly defined roles. . .As products of a sexist society, teachers have carried with them biases about what females and males should be and should do" (Cota-Robles Suārez, 1981).

As was noted in the introduction, many women are socialized to view marriage and parenthood as their primary goals in life. This socialization begins early in life and is reinforced by the attitudes of many school guidance counselors. This results in many women who either fail to continue their educations, or failing to foresee the day when they might be forced into the labor market, have made no effort to gain job skills. They also fail to develop either basic work habits or a work and career-oriented

mind set, an outlook which boys are encouraged to develop at an early age. Such attitudes, once ingrained, can affect women for the remainder of their lives. In one study by Morris Rosenberg, there was found to be an attitudinal difference concerning work between college women and college men. College men were more inclined to feel they would spend the rest of their lives working. Women, on the other hand, were more oriented toward centering their future lives around family relationships. This apparently carried over to their choices of occupations. Women more readily chose people-oriented "service work" jobs while men, who were extrinsic reward oriented, chose occupations that were competitive and profit oriented (Martin and Martin, 1971).

In "Educating Women for Identity in Work," Martin (1971) discussed the psychological barriers to employment success and stressed that females tend to think of themselves in terms of their relationships to men and not in terms of self-identity, or identity in careers or work. She concluded:

> "Every time women examine the structure of work and careers, they begin to fit themselves into a place low in status and power. . .In doing so, they tend toward work situations which enable them to perform the more morally acceptable integrative serving functions attributed to the female role, such as nursing and other services such as those of telephone operators, waitress, receptionists, etc.".

She goes on to stress that women are raised to view marriage as a measure of success and a terminal point for employment. This

highlights the need for a more realistic approach to guidance counselling for women (Martin and Martin, 1971). This point was also stressed by Steven H. Sandell in "American Women Workers in a Full Employment Economy." In his article, he reiterated the fact that women tend to underestimate their future labor force participation and thereby do not seek formal or on-the-job training. This he felt could be overcome by providing more realistic guidance counselling through all grade levels (Sandell, 1977).

In 1977, the Women's Bureau of the U. S. Department of Labor conducted national employment interviews with low-income women. The findings indicated that women nationally expressed very similar concerns and identified similar problems that affected their ability to work or find employment. These included lack of affordable child care, political patronage in CETA job programs, sexual harassment, training programs that failed to lead to jobs, low wages, lack of information about jobs, lack of transportation, and wage differentials. One quote from a low-income woman from Rhode Island perhaps best described the situation for women and summarized the effect of socialization and sex stereotyping on discouraging women from adequately preparing themselves for future roles as labor force participants.

> "I am one of 18 million women in the labor force today who needs to work, who must work. Yet I've had little preparation and no job training. My training has been

how to be cute, how to be coy, how to cry on cue, how to be a pretty puff of everything nice, sugar and spice -- that's what little girls are made of. Now I'm a woman, and not thrilled about the type of job I can get with those skills. I ask you, please, give me a trade, permit me to earn an honest wage to keep me and my children off welfare.

"Today in schools all over the country, children about fifteen years old are forced to make very big decisions about what they want to do with the rest of their lives. Students see guidance counselors. These counselors are both psychological counselors and career counselors. What adolescent doesn't need a psychological counselor? Granted. But students also need a lot of very big questions answered about the work-a-day world and how to survive and even prosper in it. Career or vocational counselling is sorely needed. Think back for a moment. Do you remember the survival training you got from your guidance counselor? Was it like mine? Go to the nearest college, so you're not far from home, and major in Home Economics; at least then you'll be able to keep a clean house. You're apt to be married before you are a junior.

"And I felt lucky -- lucky that in two year's time I'd marry and be set for life. I believed my guidance counselor: I didn't need to learn a skill; didn't need to get a job; didn't need to learn about money, cares, buying a house, etc.

"But life, real life, isn't like that at all. In my youth, I foolishly accepted, on faith, the wisdom of my guidance counselor, only to find that I needed those skills. . .ME AND 18 MILLION OTHER WOMEN IN THE LABOR FORCE TODAY" (Anguiano, 1981).

The effects of socialization and sex stereotyping are not limited to the individual and her view of herself in relation to the labor market. They also affect the way women are viewed by others, especially employment assistance counselors and employers. Employment program operators and employers retain attitudes which regard women as secondary workers and stereotype them for "women's work." These attitudes create barriers for women attempting to achieve career goals or entering nontraditional work. They also result in the employment of women as marginal workers and discouragement about employment opportunities (Smirlock, 1980). Secondary work relegates women into the position of a worker whose attachment to the labor market is erratic and whose income is not substantial. Women are traditionally viewed as economic dependants and inferior participants in the labor market (Smirlock, 1980). When such an attitude is held by an employment assistance provider or potential employer, women are encouraged to take positions in service work or clerical sales, in contrast to nontraditional jobs in construction, electrical or machine shops where better wages are found.

One result of secondary work is wage differentials. In secondary work jobs, women often earn half what males earn for the same work. The result is that women, as heads of households, are denied the opportunity to independantly support their family. Attitudes that women are secondary workers may also result in discrimination

and job segregation. The belief that women are secondary workers contributes to their inferior treatment in the market place and supports barriers preventing their economic independance (Smirlock, 1980).

Women seeking employment who encounter job segregation, marginal employment, and wage differentials quickly become discouraged. Women who have no, or, few job skills and little education and are seeking immediate employment readily learn that the jobs they will be most eligible for are in assembly or packaging in manufacturing, low entry office or clerical work, or service work as maids and housekeepers. It also becomes apparent that they are considered marginal employees and their attachment to employment is not considered serious. In many instances, they are hired for work that is seasonal and fluctuates with the economy. Adding to their discouragement is the final lesson: they are most likely to be among the first employees laid off if the market becomes depressed (U. S. Civil Rights Commission: Last Hired First Fired, 1977). The Department of Labor identifies these workers as victims of structural unemployment. The impact of the recession in the mid-1970's provides an example as to what happens to the marginal employee.

As the recession grew in 1975, unemployment increased. One Department of Labor spokesman was quoted as saying, "recently hired workers, including many women and minority group members, have become early casualties of the economic turndown" (U. S.

Commission on Civil Rights: Last Hired First Fired, 1977). Down turns often lead to the loss of jobs for the marginal or secondary worker which results in discouragement over job prospects. Women make up 66% of discouraged workers (Wider Opportunities for Women, 1981). For many families headed by women, this means turning to welfare to survive.

The cost of being a discouraged, secondary worker on welfare is high. In addition to the economic cost of inadequate income, studies show a correlation between chronic job loss or umemployment and high blood pressure, low ego resilience and self-esteem, increased cases of mental illness and alcoholism, child abuse and suicide (U. S. Commision on Civil Rights: Last Hired First Fired, 1977).

Securing a stable, well-paying job and holding on to it is critical for disadvantaged women. The knowledge that her income must exceed the income maintenance and benefits provided through welfare leads many women to seek assistance in finding better employment. To accomplish this, they turn to assistance programs in their efforts to improve employment possibilities. As will be seen in the subsequent literature, the various employment programs, as of yet, have failed to provide a solution to the specific employment needs of the disadvantaged woman.

As previously noted, disadvantaged women seek employment as one solution to their lack of income. Ehrenreich and Stallard

(1980) report the findings of a recent study of AFDC recipuents which indicated that the majority of AFDC recipients had made efforts to support themselves before turning to welfare. After two years of divorce or separation, welfare became a dependable source of income and medical benefits as contrasted with low wage employment which frequently provided no benefits. The employment assistance program is one source which provides the head of household an alternative to welfare.

Historically, federal manpower acts have focused on the training and employment of men. In an effort to address the employment needs of welfare recipients, the Work Incentive Program (WIN) was established as part of the Social Security Amendments of 1967. WIN is the only federally funded program which has manditory participation. AFDC participants are required to participate unless they are in poor health or have pre-school children. The initial program, WIN I, focused on counselling and training participants prior to employment. In 1971, however, the focus of the program changed to: the immediate placement of participants in employment when possible. If employment is not available in the private sector, then public sector employment is made possible, and for those who need training and experience, on-the-job änd classroom training is available. In a review of studies analyzing WIN, the following conclusions were drawn: previous job experience significantly improves the chance and choice of subsequent

employment by participants, training can be a decisive factor in upgrading a woman's job qualifications, and the completion of a training program increases the likelihood that participants will become self-supporting. In addition, findings indicate that women who had participated in vocational training, on-the-job training, and public service employment increased their yearly earnings over non-participants (Fish, 1980). Many women successfully used the WIN program and benefited by obtaining training and employment. The review pointed out, however, that of AFDC participants, the most able, ambitious, young, and best educated are automatically placed in the program and readily found training and employment (Fish, 1980). In contrast, the review also demonstrated that WIN failed to develop an effective strategy for older, poorly educated, less experienced, and disadvantaged women.

In another examination of the WIN program by the U. S. Civil Rights Commission (1979), the results indicate that preference is given to male participants. Although 75% of WIN participants are women, WIN policies direct that males participants are to be placed ahead of other participants. WIN program operators also admit that removing women from welfare dependancy through employment in contrast to males is difficult because they receive much lower wages. This was demonstrated in the employment placements of 1973 and 1975.

In 1973, 41% of individuals placed were women, and of those, their median salary was $1.85 an hour in comparison to men, who earned $2.58 hourly. These women were frequently placed in traditional employment such as service work, clerical, and light factory work. The employment placement results were similar in 1975, and in 1978, a WIN program operator stated that the pattern had not changed.

The traditional policies and practices of the employment placement officers contribute to the problem. These individuals determine to which jobs female participants will apply and often prohibit their placement in nontraditional work or training. In hearings on the WIN program, Dr. Louis Fermon, a witness from the Institute of Labor and Industrial Relations at the University of Michigan, summarized the WIN attitude:

> ". .many manpower agencies are working with outmoded assumptions. They assume that men are heads of households and, therefore, they should get certain kinds of jobs that pay higher wages. This is a stereotype you find very, very strong. They lose sight of the burgeoning divorce rate and desertion rate which has produced really many, many cases where women have become household heads. . . .I think the second aspect of it is that we have perpetuated a kind of dichotomy between men's jobs and women's jobs which I really don't think has any basis in fact" (U. S. Commission on Civil Rights: Women Still in Poverty, 1979).

While his comments were directed towards WIN, they easily apply to many of the manpower programs.

Another factor which inhibits WIN's efforts to employ women successfully is the lack of understanding of federal regulations which forbid any form of discrimination. Added to this, is the fact that many employers and unions refuse to accept women for training or placement in jobs which are nontraditional (U. S. Commission on Civil Rights: Women Still in Poverty, 1979).

Although WIN successfully places a number of women, there are many others who derive no benefit. This results from policies prioritizing the employment of males and supporting stereotypic attitudes held by program operators and community employers. These policies and attitudes act as barriers which prevent women from securing permanent employment and economic independance.

Another manpower program designed to provide nation-wide employment assistance is CETA (the Comprehensive Education and Training Program). Under the CETA umbrella, local community agengies provide training and employment placement assistance to low-income persons. The program is structured to accomplish the following work pattern: preparation for employment through education, training, and socialization; the attainment of work experience and appropriate personal and work attitudes; access to upward mobile employment; and finally, securing permanent employment leading to individual economic stability (Understanding CETA, 1978).

Following a twelve month examination of CETA programs in the State of Iowa, the following conclusions were made by the Advisory Committee which conducted the investigation:

1. that among the unemployed which CETA serves, minorities and women were disproportionately represented,
2. that data on this group are unreliable to use as a data base from which to target the population for services,
3. that CETA selection criteria did not identify those in greatest need of employment awareness,
4. that CETA was (is) inadequately designed to train disadvantaged and uneducated individuals, particularly women and minorities,
5. that on-the-job training opportunities were not fully utilized because of poor interaction between agencies and the business community,
6. that tests were used inappropriately for participant selection,
7. that little outreach was directed toward minorities,
8. that individuals using the program were often in need of support services such as child care, and
9. that minorities and women were not involved in local CETA agencies either as participants or employees (U. S. Commission on Civil Rights, 1978: The CETA Program in Des Moines).

The findings of this study indicate that CETA's efforts to address the employment needs of the disadvantaged are inadequate for women and minorities. The educational entry levels required, lack of support services, and failure to target women and minorities places them in a situation similar to the WIN program.

In addition to the challenges raised by the Iowa study, CETA has also been questioned as to its effectiveness at socializing workers to employment, particularly disadvantaged individuals with little experience or education. In recent research, Ciscel and Tuckman (1980) identified three types of CETA participants. The first two were peripheral workers, considered labor market failures, and participants who used CETA as a last resort. The third type of worker was the participant who used CETA to successfully obtain better employment. The research study was designed to identify which factors led some participants to successful employment while others failed. It also examined the effect of CETA's intervention on either group. To identify these factors, the study examined pre-CETA work history and post-CETA performance, including attitudes regarding employment. The factors separating the two groups were a difference in maturity, attitudes, and labor market awareness. The unsuccessful participants used CETA as another source of income and their work histories were not altered. The successful participants used CETA to improve their course of employment. The conclusions drawn by the researchers were that disadvantaged workers need a more carefully designed program to affect a change in their employment patterns. The program was not able to redirect the participants who had previously experienced failure in their education and employment efforts. The researchers concluded: "If efforts are not especially attuned to the

social and skill problems of the peripheral worker, the result will often be just another income transfer program" (Ciscel and Tuckman, 1980).

Although CETA reports success in employment placements, its success must be examined by exploring the past work record of pre-CETA participants. The peripheral worker's post-CETA employment may not have altered. As a result, the employment future of the disadvantaged worker may not be modified. Peripheral workers may be experiencing a revolving door with no improvements in employment while CETA operators count their participation in the program as a positive termination. In part, this occurs because of CETA's structure and its failure to target the special needs of disadvantaged participants adequately. This was addressed in a recent U. S. Senate hearing.

In testimony before the Senate Subcommittee on Employment Productivity by a representative of Wider Opportunities for Women; critical questions were raised about CETA's provisions for disadvantaged women. The testimony pointed out the need for specifically designed women's employment and training services. While CETA has targeted some of its funds for disadvantaged women, they continue to be "underserved and ineffectively served" (WOW, 1981). Evidence of this was provided by the findings of the National Commission for Employment Policy on CETA performance. The findings demonstrate that although the number of female participants had

increased there was little achievement of sex equity in the program. Much of the classroom training CETA provides for women continued to segregate women into occupations with low wages and no upward mobility. In addition to this, and similar to the Iowa findings, women continued to be underrepresented in on-the-job training as evidenced by data from 1979. The data indicated that although 58% of women were eligible for on-the-job training, of those eligible, only a little more than 1/3 were actually placed. In addition, few women were found in CETA's public service employment positions. These positions often lead to management experience and permanent employment. Confirming this, Straun (1980) found that women are underrepresented in every employment and training program run by federal administrators including CETA, WIN, and the Job Corps. He also found that this was particularly the case where per-enrollee costs are high and possibilities for well paying jobs are good. It appears that CETA providers have made minimal efforts to address the employment needs of disadvantaged women. Their activities in this area would indicate a lack of serious commitment.

In her statement to the Senate Subcommittee on Employment Productivity, Cynthia Marano (WOW, 1981) discussed the strŭctural problems inherent in CETA which prevents women from successfully using the program:

"The pressure on CETA programs to place as many people as possible as quickly as possible into unsubsidized employment undermines the long-term objective of enabling participants to become and remain economically self-sufficient.

"For women, quick placement is likely to be in a traditionally female, lower-paying job which will only serve to increase women's numbers in the population of the "working poor." This means that, despite fulltime employment, their income is so low that many female-headed families must continue to rely on public assistance to meet some portion of their families' survival needs.

"Placement in better-paid, stable, skilled jobs -- those which women have not traditionally held -- requires special, compensatory training. The CETA emphasis on short-term numbers, instead of lasting results, discourages this kind of more intensive, but more successful job preparation.

"At present, program operators have few incentives to provide the kinds of skills training which will have long-term positive impact on a woman's earnings. Program quality is currently assessed on a cost per participant basis -- with the program having the lowest cost per participant being favored. The use of this mode of assessment discourages the adoption of program models which provide comprehensive, job-specific skills training to prepare participants for technical jobs in high-paying growth industries.

"Such programs do have a higher cost per participant; they also rate higher in terms of positive placements, higher earnings, decreased welfare dependency and greater job retention."

The traditional approach which CETA used for its programs may well be ineffective for disadvantaged women. Women bring to the program a set of needs which include not only their present and future employment, but also, child care, transportation, health, legal, and financial problems. Without support services to address these problems, long-range employment through CETA for women is not likely to be achieved.

Both WIN I and II and the CETA program have been models for the employment of low-income, disadvantaged persons. In some participants' cases, predominantly male, these programs have facilitated entry into employment; however, they have not shown themselves to be, at this point, a real solution to the employment problems of disadvantaged women. This is largely because of their willingness to place women in low wage, dead-end jobs. Also, the program providers have not paid enough attention to the behaviors and attitudes which disadvantaged workers bring to their programs.

An eighteen month examination of employment assistance providers was done in Boston in the late 1960's. The study, progressive for its time, focused on the behavioral characteristics of disadvantaged workers, as well as, the program's relationships to the economic and social community in which the programs operated. The

findings demonstrated that exposure to low wages and low-quality employment: (1) has a decided impact on the subsequent employment behavior of disadvantaged individuals, (2) that the dominant contributing factor to worker drop out from employment was low wages and poor quality employment, and (3) that too little attention is paid to the demand side of the labor market (Doeringer, 1969). The researchers concluded that more attention needed to be paid to the behavioral characteristics of disadvantaged participants. They also advocated longer contact between employment agencies and training programs. Another recommendation was for a decrease in the number of participants to enable agencies to spend more time placing participants in quality employment. In regard to the demand side of the market, the researchers recommended: (1) improving low quality employment and (2) improving access to quality employment by disadvantaged workers. The latter recommendation was more realistic (Doeringer, 1969). When employment assistance programs train disadvantaged individuals both in behaviors required for stable employment, and skills needed by preferred employers, they will increase the probability of retention in employment by participants and satisfaction by the employer.

Baum (1973), in his study of NAB-JOBS (National Alliance of Businessmen training program) for disadvantaged workers, explored Doeringer and others' findings that workers restricted to low-

quality jobs acquire poor work habits and attitudes. The NAB JOBS approach was to encourage private industry to absorb disadvantaged workers into the work force and provide them with on-the-job training and developmental services. These services were expected to offset the debilitating effects of impoverishment on work habits and attitudes. The NAB JOBS program encountered difficulties as the result of the recession. In spite of these difficulties, however, the findings indicated that the workers placed in the program did remain on the job as long as non-disadvantaged workers. Baum concluded that the extensive training and developmental services had a positive effect on the employment of disadvantaged workers.

In addition to examining the length of employment, Baum (1973) examined the attitudes of participants toward employment and occupational success. He argued that the disadvantaged worker brings to the employment situation not only the desire to work but repeated past occupational failures as well. These past failures psychologically sabotaged their efforts to improve their own employment pattern. This creates a barrier to the successful use of employment assistance and training programs. Further failures reinforce feelings of powerlessness and incompetence. Baum contends that by addressing these psychological variables, the disadvantaged individual's sense of powerlessness and incompetence could be altered. Using two scales, he measured Occupational

Primacy and Locus of Control. Occupational Primacy measures whether the individual places occupational success over other alternatives. Locus of Control measures the degree to which an individual believes he can influence or control his life through his own behavior. The results demonstrated that not only were the disadvantaged participants highly committed to occupational success but that minorities were more committed than whites. It clearly indicated that the disadvantaged participants viewed occupational success to be key to improvements in their economic situation. It was also demonstrated through the Locus of Control scale that the minorities had less confidence in their ability to achieve occupational success through their own efforts (Baum, 1973). The examination of these variables adds to the complex problems that employment programs must deal with when addressing the needs of the disadvantaged worker. To increase the likelihood of successful program participation and employment, attitudes and previous work experiences must be addressed. Efforts to insure a positive work experience and the growth of a sense of competence are critical to the development of long-term employment. Such efforts were the focus of a recent study conducted by the Manpower Demonstration Research Corporation.

The National Supported Work Demonstration was undertaken by the MDRC to identify an effective strategy which would lead to long-term employment for disadvantaged workers. The supported

work program was experimental in design. The objective of the supported work experiment was to: (1) enable those with severe employment problems to participate constructively in the labor market and become productive, (2) decrease socially dependant and destructive behavior, and (3) increase self-sufficiency and independance (Gueron, 1980; Masters, 1981). The project's goal was to develop an entry to the labor market for individuals who previously had failed, by modern standards, to become occupationally successful. The program provided a structured work experience in which participants gained skills, positive work habits, and the credentials necessary for permanent employment. The final aim was to redistribute income through work rather than public sector payments. Four disadvantaged groups participated in the project: (1) women on AFDC, (2) ex-addicts, (3) ex-offenders, and (4) School drop-outs, who often had criminal records. Of all groups, the program worked most effectively for women who had been on welfare. This was a particularly interesting finding given the number of women who are presently on welfare and wish to work.

Women who participated in the study were required to meet three qualifications. These included having received AFCD for at least 3 years, little or no work experience, and no children under school age. Women meeting the requirements were then provided the following:

1. employment in a service (or clerical) related area,

2. close supervision by technically qualified people who understood the work history and personal background of the participant,

3. training in a new trade or job skill,

4. peer support through groups of eight or twelve participants under one supervisor, with three to five workers in a sub-work group, and

5. graduated stress through increasing productivity demands, increasingly complex work assignments and gradually decreasing supervision (Gueron, 1980).

To aid in the analysis of results, a group of matched controls were selected. The control groups were not assisted in any way and did not take part in the program. The experimental AFDC group was then assigned to work sites under the conditions previously defined. The findings indicate significant differences between the AFDC controls and the AFDC experimentals (Masters, 1981). The majority of AFDC experimentals stayed in the program for nine months or more. Compared to the other three groups, they had the highest attendance rate and had the lowest percent fired. They were, as a group, considered to be reliable and stable workers. Most importantly, the post-program effects on the average monthly earnings in dollars, between the experimental and control group mean, was $59.00 and was found to be statistically significant. The program clearly improved the earnings for AFDC women. The researchers also concluded the program affected the kinds of jobs available to experimental participants and did not simply increase

access to low-wage jobs (Master, 1981). The benefits from participation in this project are clear. For the majority of women, supported work resulted in steadier jobs, higher wages and fringe benefits, increased self-confidence, skills and economic independance. Economic gains were not the only gains noted. Psychological benefits were also present.

To examine the non-pecuniary gains on participants of the supported work project, a study was conducted to examine the post-program impact on the lives of the AFDC experimentals. The self-confidence of the experimentals was significantly stronger following completion of the program. These participants had made successful use of their newly acquired skills and labor market contacts. It was noted that the longer a participant remained in the program, the greater was her likelihood of success. More importantly, increasing self-confidence was a significant factor in assisting women to make the transition from welfare to employment. The researchers concluded that employment programs which assist the disadvantaged women must provide the opportunity ti increase self-confidence and self-worth. This is particularly true of AFDC recipients because of the poor sense of self-worth and competence which results from welfare dependancy (Danzinger, 1981).

Another recently conducted project which provides similar results to the MCDR study is the Minnesota Work Equity Project. In the interest of national welfare reform, a project was designed

to examine the barriers to employment for disadvantaged individuals. The project was a two-year demonstration employment and training program providing services to public assistance recipients. The focus of the project was to identify barriers these participants face in obtaining and remaining in employment. Previous examinations of other employment programs by these researchers indicated that barriers such as lack of training or skills could be more readily overcome than barriers such as lack of socialization to work. They directed the focus of their project to address the more subtle barriers to successful employment (Wilson, Steinberg and Kulik, 1980). In comparing male and female participants, the findings indicated that males had a stronger attachment to work, as well as, more work experience, reflecting their socialization. Chronic welfare dependency and combining welfare assistance with work was more characteristic of female participants. They appeared to use the welfare system as an intermittent coping mechanism in times of unemployment. Of the female participants, two sub-groups were identified: (1) those with little work experience and strong attachment to welfare and (2) women with substantial work experience and some welfare dependance. Barriers to employment the first group encountered were: lack of familiarity with the job market, lack of marketable skills, and low earnings potential. For this group of participants, the researchers recommended supported work experience that would lead to higher wages

and a socialization to employment. For the second group, education was recommended; specifically combining career counselling and training, coupled with supportive employment, such that full self-sufficiency could be obtained. The researchers' findings indicated that programs providing support services which address the barriers women face are likely to contribute significantly to women on AFDC achieving self-sufficiency and economic independance (Wilson, Steinberg and Kulik, 1980).

Employment assistance programs are crucial to women, who as head of households, choose to work instead of receiving welfare. The barriers to successful employment at a wage which can support a family are tremendous. Although previous employment programs have attempted to assist disadvantaged workers to find employment or improve their employment opportunities, they have yet to fully acknowledge and act on the support needs of disadvantaged women. The 1978 Employment and Training Report of the President (U. S. Department of Labor, 1979) arrived at two conclusions regarding the efforts of disadvantaged women to become employed:

> "In general, welfare recipients and other low-income persons (along with most Americans) have a strong work ethic, want to work, and when feasible, do work.
>
> "Substantial barriers stand in the way of welfare recipients (and others) participating in the present job market system. They include lack of skills, poor health, the need for child care, and lack of jobs at which they can earn enough to support their families."

Until these barriers are addressed consistently by programs providing employment assistance to disadvantaged women, employment with upward mobility will be minimally achieved by this group.

The literature examined indicates that disadvantaged women face many barriers when attempting to enter the labor market and become successfully employed. They are taught as children and young adults to regard marriage as their future source of income and security. This is further reinforced by school counselors who channel them into home economics rather than technical or vocational training, or, pre-college studies. They are encouraged to use college as a place to find a husband rather than develop their intelligence and acquire competent skills for careers and work. The discovery that they must work is shocking, as is their growing realization that they will be segregated into secondary employment which frequently results in marginal and intermittent work. The wage differential they encounter leaves them discouraged, especially when they realize the difficulty in supporting a family on the income they earn.

The socialization process affects not only the early choices and behaviors of these women, but also the attitudes of those to whom they turn for help and the employers for whom they work. The general attitude of employment assistance providers has been to address the needs of male participants with families prior to females in need who may also head families. Another attitude has

been to consistently channel women into traditional work which is low paying and provides no upward mobility or career development. This is reinforced by an attitude held by many employers that women are by their "nature" economically dependant and therefore their employment should be that of a secondary worker. It also supports the continued wage differential found between males and females, frequently employed at the same job. The perpetuation of this attitude results in discouragement by women seeking better employment and often results in a resolve to accept and depend on welfare.

The employment programs have not, as of yet, consistently targeted services for the disadvantaged women who needs, not only to acquire training, skills, and employment, but who must resolve the peripheral problems which affect their employment, such as child care, financial problems, transportation, health, and her own attitudes. While some programs do, in fact, find employment for disadvantaged women, that employment is often sabotaged by failing to pay attention to the support needs of disadvantaged women and results in fall out from the labor force and employment assistance programs. Both educational and employment programs which both operate effectively and provide support services potentially offer women a channel through which they may overcome the barriers of socialization and social attitudes and become employed. For women who have skills, such programs offer access to improved employment;

for those who lack skills, they provide links to training and education which will result in employment. For both groups of women, they offer remedial, competitive employment skills with upward mobility in the labor market. The progressive programs which address the barriers women face will facilitate entry to work for many participants.

SUPPORT SERVICES

The review of the literature to this point has identified disadvantaged women and traditional barriers which inhibit their entry and retention in post-secondary education and successful employment. Clearly, women heads of households are poorly prepared for re-entry to educational institutions or employment. The problems they confront, poor self confidence, low self esteem, financial barriers, inadequate preparation for education and work, child care problems, and poor decision making processes are frequently overwhelming. In responding to these problems, however, much has been learned concerning strategies to address both their lack of preparation and their resource needs. Progressive educational and employment assistance programs have learned to integrate support services as part of an effective strategy to assist disadvantaged women. Support services not only facilitate open door policies, equal opportunity, and affirmative action, they also increase retention which leads to the successful completion of programs and long-term employment by women.

It would appear that equal opportunity for women has become a societal goal, encouraged by the passage of a number of laws: Equal Pay Act, Fair Labor Standards, Title VII, Civil Rights Act of 1964, Title IX, Education Amendments, and the Women's Educational Equity Act. One key factor in women's inability to benefit from these laws is that the public policy treats women as individuals, rather than as heads of household and family providers. The

prevalent and unrealistic attitude that women are secondary or marginal workers leads public policy to "encourage" support services rather than "require" services to be provided. Until support services are required the goal of equal opportunity for women will not become a reality. The support services which are most consistently "encouraged" in the literature are child care, financial assistance, and counseling for education and career development. The first to be discussed is child care.

Child Care

In an extensive review of the literature on child care and its impact on women and equal opportunity, several studies (Levine 1981, Fish 1978, Strober 1977) document that lack of child care inhibits the fullfillment of equal opportunity goals, as well as, women's participation in education and employment. These studies indicate that to ensure equal opportunity, affirmative action, and open door policies for women, particularly minority women, changes and additions must be made that facilitate women's access to job training, employment, and post-secondary education. Women constitute a large percentage of the working poor, or, those who are impoverished and dependent on public support and are immobilized by the absence of child care or by inadequate child care services. Without these services they can not take advantage of education and employment opportunities. Until child care is considered a necessary part of equal opportunity, affirmative action, and open door policies will not be of significant help to many women (Levine 1981).

During the last decade, women's participation in the labor force was in part determined by the availability of child care (U.S. Commission on Civil Rights: Women Still in Poverty 1979). A substantial number of women were prevented from taking paid work because of unavailable or unsuitable arrangements for their children. Women often found themselves in a double bind; they could not afford child care unless they had a job, but they could not get a job unless they had child care. Few studies, however, identified how frequently the lack of child care inhibited women's labor force participation or involvement in education. Of these studies done it was found that approximately one of every five unemployed women was unemployed because of the absence or lack of adequate child care (Levine 1981). Inadequate or unreliable child care resulted in an increased likelyhood of intermittent and part-time work, or jobs with low pay and little career mobility. This contributed to a growing class of workers who have irregular participation in the labor market and who are cut off from high wages, prestigious occupations, employment benefits, and career mobility.

Levine (1981) reported evidence which indicated that public supported child care facilities could facilitate the stable employment of low-income women. In a two year study of the economic effect of families receiving Title XX Child care assistance in Orlando, Florida, an increase was shown in the incidence of employment and higher earnings. In addition, a significant number of AFDC cases were closed. These occurred primarily among women who had children enrolled in a Title XX funded child care program.

The benefits of employment, increased earnings and removal from public support, increased in direct proportion to the length of time families participated in the Title XX child care program. For the participants of this program, which provided child care, self sufficiency and independance from public sector support became a reality.

In addition to providing access to employment, child care also aids disadvantaged women in their efforts to achieve an education. In a profile of the single mother and her educational needs, Eliason (1978) reported the results of a survey conducted to identify the number of child care facilities available on college campuses. Conducted by the Center of Women's Opportunities at the American Association for Community and Junior Colleges the survey identified 1,200 two-year and technical institutions and found only 132 campuses with child care facilities. In addition to these findings, an informal survey was conducted by the child care advocates in which it was found that fewer than 100 of 1,900 four-year institutions had child care facilities available for students' use (Eliason 1978). Because of the failure to recognize the extent and degree of students' child care needs, many students must rely on their own resources which are often inadequate. To know children are adequately provided for decreases stress and improves performance. In a study of women in adult education many participants cited the lack of child care as their reason for dropping out of courses or studies. Specifically, data from the National Center for Education Statistics indicated that 22,957 women students withdrew before completing programs. They cited

the unavailability of child care as their chief reason for dropping out (Levine 1981).

Recent statistics for 1974 indicate that 42% of all children under 18, almost 27 million children, had working mothers. Nearly six million of the children were under age six. Yet there were only one million spaces available in licensed day care programs for mothers with pre-school children (Strober 1977). Levine (1981) also indicated that by 1990 one million day care centers or child care alternatives will be needed. Quality child care, at an affordable price has rapidly become a basic need of many women.

As part of his extensive examination on the impact of child care and its relationship to equal opportunity in education and employment Levine (1981) cites seven consequences of the failure to provide child care support:

1. the inability of women to participate in the labor force,
2. the inability of women to participate in federally funded and privately funded education,
3. the inability of women to participate in federally and privately funded child care programs,
4. the inability of women to take advantage of job promotions or training necessary for advancement,
5. a reduction in the amount of time a woman can committ to education or employment,
6. interference with women's ability to concentrate and perform work or studies,
7. the inability of women to accept employment which might reduce dependancy in other areas (Levine 1981).

The rapid and growing need for child care has evolved in part from the growth of the nuclear family and the increasing participation, out of necessity, of women in the labor force. Prior to

the growth of the nuclear family, mothers were aided in their caretaking responsibilities by grandmothers, aunts, female siblings, and other female kin. With the disappearance of the extended family network has come the loss of the earlier support mechanisms. Today, double and single parent families have the sole responsibility for child care. For the single parent who is predominately female, this burden operates as the most significant barrier to achieving education and employment goals.

When arranging for child care working women frequently depend on less than satisfactory provisions. These involve care by older children, or teenagers who have dropped out of school, grandparents who are frail and often dependant themselves, and neighbors with poor dependability (U.S. Civil Rights Commission: Women Still in Poverty). As previously noted, there is a growing number of children for whom child care is not arranged or provided. These "latch key" children are generally of pre-school age and are left to care for themselves, completely unsupervised. The ultimate choice many women are left with is to leave jobs and become dependant on welfare.

The State of Wisconsin recently conducted a series of public hearings which arrived at two important conclusions concerning public supported day care services. First, they identified the needs of children for protected conditions ensuring their physical and emotional safety. Second, the families who spoke at the hearing stressed that day care services made employment and education goals achieveable and that without such services economic independance was not possible. The participants stated that child

care services facilitated their ability to pursue their role as parents, workers, and students, and enabled them to improve the quality of life for their families (U.S. Commission on Civil Rights: Women Still in Poverty 1979).

The U.S. Civil Rights Commission (1979) addressing the problem of day care stated:

> "Rather than an issue of race or ethnicity, child care is fundamentally a "women's issue". It is a concern that looms large in the reality of every working mother, regardless of her race, ethnicity or economic status. For women of low economic status, it is a critical factor in determining whether the working mother is able to lift her family out of poverty" (Women Still in Poverty 1979).

The Commission's second report on women and poverty clearly concluded that the lack of child care may keep women in poverty. Child care is not just a concern of working mothers but also a concern of society for the safety, health, and strength of its families. Child care assists the economic independance of female headed families with children. For women as heads of households who must work to keep their families out of poverty, any efforts to assist them must first begin with an assessment of child care needs.

Providers of education and employment programs cannot underestimate the importance of providing or assisting women to make suitable child care arrangements. Efforts to assist these women must begin with the assurance that their children are in safe conditions. Child care assessment and provisions for services are

the first step to reducing fall out from programs and the achievement of self sufficiency.

Financial Assistance Counseling

Inadequate finances are a major barrier to entering education programs. For disadvantaged women financial problems frequently contribute to fall out from education programs and to difficulties in obtaining and remaining in employment. Several researchers cite the impact financial problems have on efforts women make to become educated and employed. The lack of adequate funding is one of the initial barriers that adult women encountered when attempting to enter education programs. Disadvantaged women are confronted with the costs of tuition, books, general fees, cost of child care and general living expenses (Newbolt 1981). Additionally, the cost of child care are not included in most funding resources, as a result, women who are unable to fund adequate and dependable child care are prohibited from participating in education programs (Levine 1981). Most financial aid formulas are also directed toward the traditional student rather than the returning adult. This results in an unintentional form of discrimination (Levine 1981). Many disadvantaged women find they cannot survive on funding provided by the present financial aid formulas. As such, financial problems are the most frequent response given by students when asked why they quit college programs. This is a consistent finding in many studies of non-returning college students (Roueche 1981).

In the previously discussed study of welfare mothers attending college, financial problems were found to have significantly

affected their participation. The women cited financial problems as the primary reason they dropped out of the program. Many of these women had good attendance and grades at the time they dropped out (Young 1977). Findings from a number of studies concluded that policies which direct the disbursement of funds frequently fail to adequately assess the financial needs of head of household women (Wood 1980, Eliason 1978, Hernandez 1978). In addition to planning for education expenses these women must maintain a home, provide care for children when they are absent, manage transportation, food, medical, and other family related financial needs. As a result of these responsibilities, women in this position often choose part-time studies and full-time employment only to discover there is little financial assistance for part-time students (Wood 1980, and Eliason 1978).

Financial barrier also exists which affect disadvantaged women's participation in employment. The literature on such barriers is similar to that of barriers to education. Before a woman can seriously consider becoming employed she must know that the income she earns will be equal to or greater than any public assistance she receives. Previously mentioned is the fact that following divorce, separation, death and desertion of spouses many women try to support their families through employment. They find, however, that the costs of child care, transportation, housing, clothing, food, and medical needs are not met by low wages and jobs which provide few, if any, benefits (Anguiano 1978, Hernandez 1978, and Chrissinger 1980). For many of these women, who do not have skills or training, welfare becomes a more realistic solution to their financial problems than employment.

A recently conducted study (Chrissinger 1980) examined factors which affected welfare recipients' participation in employment. The most significant factors were those related to finances. Frequently, the women did not know what impact employment would have on benefits, particularly medical and food stamps. Also, the women did not know what level of income they would need to adequately support their families. The women acknowledged that getting off welfare was important but providing for their families was more important. When employment was available at a liveable wage, the women readily took jobs.

Disadvantaged women approach employment assistance programs in hope of finding employment at good wages. They find, however, that there are costs to participating in such programs. Similar to educational barriers, cost of child care and transportation create financial problems inhibiting their participation. Studies of employment assistance programs indicate that participation in such programs is facilitated by providing child care assistance and stipends which offset costs such as transportation (Hernandez 1978, and Anguiano 1978). By assisting women to attend, program fall out is reduced and the participants' chances for employment increased.

Management of finances creates problems for women in many other areas. The National Advisory Council on Women's Educational Programs cited areas where information was beneficial to disadvantaged women. They recommended financial counselors provide additional information on money management, credit, insurance, and banking. Added to this list could be major purchases such as

automobiles and housing. This information can be readily included as part of any support service (Eliason 1978).

As previously noted, financial aid offices in education institutions are geared toward the traditional student. This creates barriers for disadvantaged women. In an effort to overcome this problem Meza (1978) advocates targeting disadvantaged women to provide them with counseling which addresses their financial needs. He proposes that financial aid offices provide their women with an assessment of their financial needs and prepare a detailed financial plan for each semester. Included in a financial package would be resources for education expenses, as well as, shelter, food, clothing, child care, transportation and other needs the counselor and student identify. Also included would be resources for emergency funding. It is important that the counselor providing this assistance be familiar with the spectrum of financial problems of disadvantaged women. It is also critical that the counselor be familiar with welfare policies and their impact on financial assistance provided for education (See Appendix) Meza 1980.

The financial aid counselor who is informed, supportive, and provides direction, greatly reduces the financial barriers these women confront while attaining their educational goals. Likewise, the employment assistance counselor who is similarly prepared, as Meza (1980) proscribes, potentially reduces the financial barriers women face in efforts to become employed.

Many solutions are recommended to address the financial needs of disadvantaged women. The variety of proposals include educational tax deduction, tax credits, educational entitlements,

legislative acts resembling the GI Bill for disadvantaged women returning to school or training programs, low cost loans, and revisions of AFDC and WIN programs to allow preparation for employment (Wood 1980, Ellison 1978). Following a three year study the Commission on Higher Education of Minorities (Chronical of Higher Education 1982) recommended that students in financial need be given grants instead of loans and that work study be arranged so that students need not work full time. They found that grants contributed to student persistence and reduce attrition. As a result, they recommend that policy makers at state and federal levels expand funding for grants and work study programs.

Frequently, disadvantaged women are not aware of the financial aid potentially available to them. There are a variety of funding resources for women including state, federal, local, and private sources (Vinick and Jacob 1979). In addition, for women who are working, businesses often offer tuition subsidies and other reimbursements for employees taking work related and general interest courses. Only nine to twelve percent of available funding by such sources is expended (Ellison 1978). Lacking information can ultimately be the greatest barrier of all.

As part of support systems, the financial assistance counselor is in a crucial position to provide assistance. The counselor must competently assess the degree to which his clients are knowledgeable regarding financial resources and the management of limited funds. Providing a financial package and budget plan is an important task and should be given appropriate attention. Disadvantaged women do not have the knowledge or energy to independently

fill out every possible application for assistance. As such, they must rely on competent counselors for assistance. With the present day cuts in funding and increasingly limited resources, it is imperative that disadvantaged women be targeted for assistance and be provided informed and competent financial counselors as part of support services.

Counseling

Counseling for education, employment, and career development is an important component of support services. Competent and supportive counseling can reduce barriers and obstacles women must over come to achieve economic independance. Few women, particularly disadvantaged women, approach education and employment counselors knowing exactly what they want. Frequently they are ambivalent and do not know how to achieve their goals. What they do know is that their previous efforts to become educated were not satisfactory and their present employment efforts do not result in a liveable wage. For disadvantaged women their desire to become both educated and employed is accompanied by severe economic necessity.

In today's society, the former roles of wife and mother have been stretched to include head of household provider. This additional role, new to many but old to some, may create confusion and carries with it many problems. The objective of counseling is to provide a safe environment in which women explore their options and the transition they make in the role of student, provider, and worker. Through counseling, these roles are reinforced by helping each woman acquire a positive self concept, as well as, her re-entry into education and employment.

Academic Counseling

Many researchers conclude that traditional counseling models are inadequate for women re-entering education programs. Their findings indicate that former models of academic counseling are geared toward traditional students who do not face the same barriers or problems as disadvantaged women (Eliason 1978, Harmon 1979, Newbolt 1981, Gentzler 1981, and Meza 1978). Meza (1978) writes in his article, "Career Development for A.F.D.C. Women": "This group was being neglected by the college system in general. Welfare mothers were being miscounseled to the extent that they dropped out of their program curriculum. No support was given to them as heads of their own household in course load scheduling as it related to their family responsibilities. Lastly, their adjustments to their new role as student, women, and mother were not being met by most counselors."

The traditional counseling process, geared toward post-high school students, consists of aptitude tests, vocational inventories, career planning, course scheduling, and a short interview by an academic counselor. This process is inadequate for women unsure of their aptitude or interests, who may require assistance filling out forms, and may have a fear of tests, who are unsure of which careers are open to them given their abilities and interests, and who must plan their studies around family responsibilities and employment. In addition, each individual may have learning deficits which, if not identified, are likely to inhibit their progress. Clearly, the former counseling approach is not sufficient for disadvantaged women.

For academic counseling to be of value a different approach is advocated, one which reduces re-entry barriers and promotes retention. This approach should also address individual needs and problems. Furthermore, counselors should be free of sex sterotypic attitudes, knowledgeable of barriers and problems women bring to the situation, and resource needs. Counselors must also be prepared to challenge inappropriate attitudes and values and promote change.

An approach to advising low-income women at the community college level has been developed. This approach is directed toward career development and reportedly is effective (Meza 1982, Hoy 1982). It includes: a biculturally oriented outreach component, a pre-college orientation program, and personal, career, and community services counseling (Meza 1981). The process is ideal for community colleges which offer low-income women long and short-term studies resulting in accredited marketable skills.

The career development system developed by Meza (1981) is organized as follows:

(1) Outreach: Outreach is provided by personnel who have a positive and confidence-building attitude. This is crucial to gain the trust of low-income women. During this phase, information about programs and services is provided to prospective students.

(2) Pre-College Orientation: Prospective students are assisted in filling out necessary paperwork and financial aid forms, counselors identify any adjustments in welfare benefits and indicate how they will affect students who receive A.F.D.C., plans are made for child care, and emergency funding resources are identified. In addition, presentations are made by representatives of vocational, technical and academic programs. (Meza advocates that pre-college orientation take place four months prior to beginning coursework.)

(3) Counseling: As previously noted the counselor must be familiar with the problems of low-income women and be prepared to be supportive and promote change when necessary. In counseling, an interview is conducted which results in a career selection after information about non-traditional and traditional careers has been reviewed. A graduation plan is formulated based on a realistic time line and course scheduling. Test scores are discussed and, if necessary, the student is encouraged to upgrade her skills through developmental studies. The student and counselor then plan program placement to achieve a balance between the courses taken each semester and family responsibilities.

In the process of counseling, the student is given a time-management schedule which helps her to plan studies, employment, and home responsibilities. (See Appendix C.)

As part of the counseling process personal values and attitudes are discussed. Values clarification, is the technique used to clarify what changes will have to occur in the students' life if she is to achieve her goal. This technique helps the student to clarify and strengthen behaviors and attitudes.

Finally, the counselor provides the student with any needed referrals to community support services, such as, child care, housing, and charitable organizations.

(4) Follow-Through: The counselor plans a series of appointments with the student to take place during the semester to monitor the students progress. This step is essential to reducing problems which may occur during the semester.

This process is similar to other re-entry programs for women, however, it targets low-income women and identifies specific problem areas unique to this population. This process could be adopted by any community college which provides assistance for low-income women in their communities.

It is important to emphasize the need for developmental support programs and services. Many disadvantaged women have the intelligence to achieve their educational goals, however, they also have learning deficits. These deficits, unaddressed, lead to drop out. Roueche (1978) points out that students weak in reading, writing,

mathematics, and human communication skills frequently drop out. He advocates a semester long, full-fledged, developmental education program. This program prepares each participant for the subsequent challenge of academic education without fear of failure. The program advocated by Roueche includes: (1) Integrative Communication Skills (reading, writing, speaking, listening, non-verbal) six hours, (2) if needed, Development Math, three hours, and (3) Human Development (study and survival skills, coping skills, and the development of responsible behavior) (Roueche 1978). This approach has been named intensive care. It also encouraged the development of a more internal locus of control, a characteristic of successful students.

Academic counseling is an important part of the support mechanisms which reduce fall out from programs by low-income students. To ensure that counseling promotes retention in this population, changes must occur in the traditional counseling process. Altered models of counseling, such as Meza's model, identify specific personal and learning problems and provides solutions.

Employment Counseling and Job Readiness Development

Much like academic counseling and developmental services prepare disadvantaged women to enter higher level academics, employment counseling and job readiness development help women to compete for and obtain employment.

When seeking re-entry to employment, disadvantaged women may approach employment assistance programs established specifically for women. These programs have a two-fold purpose: (1) to increase self confidence, and the ability to compete for employment, and

(2) to assist women to find jobs which provide training and advancement. Because disadvantaged women are usually the focus of the program, providers are prepared to address re-entry barriers and individual support needs. This includes, for example, supports such as child care, transportation, and assistance in improving the quality of their work clothes (Osborn 1977, Hernandez 1981 and Anguiano 1981).

While individual programs vary, the process through which women prepare for employment is similar. Most programs are organized as follows:

(1) Outreach: Low-income women with the desire to gain or improve their employment are selected as participants.

(2) Employment Counseling: A counselor familiar with the problems of low-income women assists in identifying their skills and areas of employment interest. The counselor also assists the women in planning for child care, transportation, and other pheripheral problems.

(3) Job Readiness Training: During this stage, women are taught to compete for employment. In groups the women are taught how to prepare resumes, develop interview skills, hunt for jobs, fill out applications, and the appropriate dress for interviews. They are also taught assertativeness, time management, strategies for handling sexual and racial harassment, goal setting, and career planning for upward mobility.

Special attention is given to problem solving and decision making. Also taught are budgeting and handling home responsibilities and conflicts with work.

(4) Job Development: Job developers assist women to enter employment in one of the following ways: a job with better than minimum wages in the private sector, placement in a training program which results in specifically acquired skills and employment, and referral to institutions or programs which provide training resulting in certifiable skills and competence. (See Appendices D & E.)

The job developer is in a key position to encourage interest women to pursue non-traditional work. She is also in a crucial

position to help prepare women for the discrimination, sexual or racial harassment, which is often encountered by women seeking non-traditional work. Thomas (1980) in a study of women in non-traditional work identified support services as a primary factor in the woman's transition into such work.

(5) Follow-up: Continued contact is provided to the recently employed individual or the individual who has entered a training program. The contact provides counseling for post-program problems, as well as encouragement and reinforcement. As the individual develops confidence and competence the need for such support decreases and ends.

As previously noted, programs vary depending on the community but content and process remain similar. Studies of programs which offer these techniques and support indicate that they reduce entry barriers and help women remain employed (Lisack 1979, Gentzler 1981, Palm and Shepela 1981 and Hernandez 1978).

Employment counseling and job readiness development provide the means by which women can change their own stereotypic attitudes, expand their roles, and overcome the deterrence of re-entry barriers. Support services are an integral part of women's employment programs and facilitate entry and retention in employment. For low-income women these counseling services are critically important support mechanisms.

Career Development Counseling

Career development is an aspect of both academic and employment counseling. It, too, is an important support mechanism. Before career counseling takes place, however, Harmon (1979) makes these recommendations to career counselors:

(1) Inform themselves of the facts of women's employment

(2) Confront their own biases in formal training experiences and informal discussions.

(3) Challenge the developers of counseling, career information, and testing materials to eliminate sex stenotyping in their products.

(4) Assess the developmental status of their women clients and work on basic problems of self definition and motivation before providing career materials, testing and career education experiences.

(5) Encourage females, especially those at the junior high level, to enter basic courses in mathematics and science to keep their options open when they are ready to make choices.

(6) Develop and implement support groups for women facing common problems.

(7) Develop and implement programs to develop specific personal skills which are useful in the work force, such as assertiveness training, decision making strategies, and time management techniques.

(8) Develop effective ways to initiate recognition of real barriers in home, educational process and the work place without discouraging the career exploration of women clients.

Career counselors are in an ideal position to assist in the education and shaping of attitudes and skills. Ciscel and Tuckman (1981) identified the following characteristics to successful employees: long range goals, labor market awareness, willingness to engage in repeated job training experiences. In addition, Baum (1973) demonstrated that the desire to be successful must be matched with the internal belief that an individual's effort will lead to success. Another researcher, Casey (1979) also indicated that an internally oriented locus of control resulted in increased career success. Career counselors who help disadvantaged women understand these characteristics and provide the means by which they can be adopted increase the potential for success.

In addition to addressing the attitudes needed for long term employment, counseling for career development should include an orientation to employment of the future. Counselors should also encourage women to identify careers which are likely to match their interests and provide secure employment. For women with little work experience, and who are lacking in skills, employment placement providing on-the-job training is ideal. In this situation, the woman gains both experience and skills. This improves her ability to compete for better employment. For women who have developed employment maturity and are seeking better employment highly specific training or apprenticeship programs are recommended. Vocational and technical training are two other possibilities.

Through short and long term studies, vocational or technical training provide disadvantaged women access to traditional and non-traditional training. Because the training is usually provided through an accredited institution, disadvantaged women are assured of the credentials beneficial to employment. This training is ideal for women suspicious of education which does not result in skills and employment (Hernandez 1978). Frequently, women's perception of vocational and technical training is distorted because of lack of experience or role models. Even though women have many characteristics which make them capable of vocational or technical training, it is often their attitude, rather than their aptitude, which keeps them from such training (McCants 1978, Grady 1978). Chabaund (1970), in her international study of the education and advancement of women, discovered less attrition among students in technical or vocational studies. She concluded that the lowered

attrition rate was a factor of the relatedness of the women's studies to subsequent employment. Counselors in the position of assisting women to make career choices should be informed that employment needs of the future indicate a concentration in technological careers and service oriented work. For women with technical skills, employment is assured both at present and in the future. In a recent article in the New York Times the Federal Bureau of Labor Statistics reported that the employment outlook is promising for women in computer sciences, electronics, and engineering. An executive of the Xerox Corporation stated that opportunities for women with technical training, particularly in a rapidly expanding industry are excellent. There are indications that jobs of the future, especially those that are well paying, will increasingly have scientific components. Women prepared to compete for those jobs are most likely to find well-paying, secure, and enjoyable work (New York Times 1982).

Choosing a career is one step to a commitment to employment. There are, as has been identified, many factors which facilitate women, particularly those who are disadvantaged, to successfully reach employment goals. Women's programs are an ideal means through which to provide the needed support services, counseling, and community contacts. Women's programs in educational facilities or local communities are in an excellent position to meet the needs of the disadvantaged women. There are many model programs which are adaptable to any setting and culture. In a study of such programs and their content, Brooks (1976) points out that such programs provide an integrative function for the woman and the

community, either in education, or as a specific employment program. In addition, such programs are able to provide follow-up which is crucial to reducing dropout. Follow-up allows continued contact with an individual by following program entry and completion. During this time, if problems occur program counselors can be alerted and provide assistance. As the participant becomes increasingly independant and successful, her need for follow-up decreases. She may even be asked to join a network of individuals providing support to newer program members. Supports such as follow-up and networking have proven to be important services to disadvantaged women (Hernandez 1978, Meza 1978, McLanahan 1981).

Whether counseling is provided through employment or academic services, it is an integral part of support services. Counselors familiar with the problems and barriers of disadvantaged women are best able to reduce them and assist in problem solving. Likewise, completion of academic and employment programs is facilitated by competent and informed counseling.

The literature review of support services indicates that such services facilitate the completion of programs by disadvantaged women and reduce fall out. They also facilitate the disadvantaged woman's ability to gain and remain in employment. Child care, financial aid, skills training, and competent counseling for women can make self sufficiency and economic independance possible. In addition, child care has been shown to be related to the achievement of equal opportunity by women, particularly the disadvantaged. Support services are important to any effort made to assist disadvantaged women. They are a factor which differentiates between success and failure.

Chapter III

PROCEDURES

The Vocational and Occupational Education Department of San Antonio College and the National Woman's Employment and Education Incorporation have worked cooperatively to assist disadvantaged women to enter employment and education programs. Of primary interest to both organizations is the identification of factors which lead to drop out from employment and education programs and factors which promote their successful completion. The following study was conducted to identify the factors which affect and promote success in education and employment for these women.

Three studies were conducted as part of this project. A pilot study was conducted to test the use of a questionnaire and the method for selecting the sample population. Following the pilot study, the questionnaire was administered to subjects from the NWEE program. Finally, to broaden the population, the questionnaire was administered to displaced homemakers from the Bexar County Women's Center and the SAC Displaced Homemaker's Program and to low income head of household women who were SAC students.

Pilot Study

METHODS

Subjects

Sixty-six subjects who had entered the National Women's Education and Employment Inc. (1981-1982) were randomly selected to participate in the pre-test of the survey instrument. The subjects were in one of two conditions: (1) 33 women who had entered the program and subsequently dropped out, and (2) 33 women who had entered the program and became successfully employed according to program records. The subjects in condition one were identified by the program operators as women who were non-positive terminators of the program or dropouts. This list of subjects was randomized and subjects were then contacted to participate. The subjects in condition two were randomly selected from the masterlist and also contacted to participate. Eighteen subjects, nine in each condition, were successfully contacted and agreed to participate.

Interview Instrument

A questionnaire was developed to identify factors facilitating and inhibiting the successful completion of the program. The questionnaire contained eighty-four closed-ended questions and four open-ended questions.

Interviews

Three women were trained to administer the survey instrument. The interviewers were matched with the subjects for ethnicity.

Procedure

The subjects who agreed to participate were interviewed in their homes at their convenience. The subjects signed a consent

form agreeing to participate prior to the interviews. Each interview was approximately one hour in length. All subjects were assured that they would not be identified in any manner.

Analysis

A computer program was written for a frequency distribution which provided the analysis of the closed-end data. A content analysis was performed on the open-ended data.

Results

Of the sixty-six subjects, who were randomly selected to participate in the pilot study, eighteen; nine in condition one and nine in condition two, agreed to participate. The remaining subjects, could not be contacted or had moved. Of the eighteen subjects, sixteen had completed the NWEE job readiness program contrary to what the records had indicated (i.e. nine were identified as women who had dropped out of the program.) One subject dropped out because of a health related problem. The other subject dropped out because of a death in the family. The initial division of participants was based on program completion; however, as the majority of the subjects had completed the program including those listed as non-positive terminators they were re-examined on the basic of one of the other objectives of the study-factors which contribute to employment or unemployment. It was also decided to retain as participants the two women who had dropped out late in the program and were felt to have benefited from the program training. The participants were then examined for factors which contributed to their employment, the goal of the program, or unemployment.

The pilot population ethnicity characteristic is representative of the population served by NWEE, See Table 1 below. The majority of the subjects were minority women with the only other subject an anglo.

Table 1. Personal Characteristics
Ethnicity

	Employed		Unemployed	
Data	Number	Percent	Number	Percent
Black	3	33	1	11
Hispanic	5	56	8	89
Anglo	1	11		
	N = 9	100%	N = 9	100%

Table 2 illustrates a distribution of the ages of subjects in the pilot study. The difference in the ages between the groups may have been a result of the sample in the pilot being small.

Table 2. Personal Age Characteristics

	Employed		Unemployed	
Years	Number	Percent	Number	Percent
18-20				
21-25	3	56	3	33
26-30			3	33
31-35			1	11
36-40	2	22	2	22
41-45	2	22		
46-50				
51-55				
	N = 9	100%	N = 9	100%

One difference between the two groups was their marital status. The unemployed women were more likely to be married (44%), then the employed women (22%). See Table 3 below. The seven single women (78%) who were employed may have been more motivated and less stressed by marital factors which complicate employment efforts.

Table 3. Personal Characteristics-Marital Status

	Employed		Unemployed	
	Number	Percent	Number	Percent
Single	7	78	5	56
Married	2	22	4	55
	N = 9	100%	N = 9	100%

In addition to being single, the employed subjects were also more likely to be head of household (See Table 4), (56%) which would increase the impetus to be employed. The unemployed subjects, by contrast were not as likely to be the head of household (33%). Two unemployed subjects were single, with children, but living with relatives who assumed the head of household position.

Table 4. Personal Characteristics Head of Household Status

	Employed		Unemployed	
	Number	Percent	Number	Percent
Yes	5	56	3	33
No	4	44	6	67
	N = 9	100%	N = 9	100%

There was little difference between the groups' household census in numbers of persons in the household. See Table 5 below.

Table 5. Personal Characteristics Number of Persons in Household

	Employed		Unemployed	
Persons	Number	Percent	Number	Percent
1-3	3	33	5	56
4-6	3	33	3	33
7-9	3	33	1	11
10+				
	N = 9	100%	N = 9	100%

There was also little difference between the groups regarding the number of children living at home as seen in Table 6. However, of the employed subjects with children, 18 and younger and residing at home, the majority were single (77%) and had only one child (70%). The unemployed subjects all had two or more children living at home. Obtaining necessary day care may have been complicated by having more than one child at home, in addition to marital responsibilities.

Table 6. Personal Characteristics Number of Children Living at Home

	Employed		Unemployed	
Ages	Number	Percent	Number	Percent
18 and younger	7	78	6	67
18 and older	1	11	2	22
No children	1	11	1	11
	N = 9	100%	N = 9	100%

The subjects' pre-program sources of income, indicated by Table 7, were AFDC (44%) followed by spouses (17%), part-time employment (11%), alimony (6%) and other (22%).

Table 7. Personal Characteristics Pre-Program Income

	Employed		Unemployed	
Primary Source	Number	Percent	Number	Percent
AFDC	5	56	3	33
Part-time job			2	22
Spouse	1	11	2	22
Alimony			1	11
Other (unknown)	3	33	1	11
	N = 9	100%	N = 9	100%

Another difference between the groups, seen in Table 8, was the range of income. The majority of employed participants had incomes during the program of four hundred dollars or less per month.

Two-thirds of that group had an income of two hundred dollars or less. In comparison, one-half of the unemployed women had monthly incomes of two hundred to six hundred dollars. The spouses income may have provided a income cushion for some of the unemployed women allowing them the freedom of intermittent employment.

Table 8. Personal Characteristics Level of Income During Program

Amount monthly	Employed		Unemployed	
	Number	Percent	Number	Percent
$0	2	22		
$1-200	3	33	4	44
$201-400	3	33	2	22
$401-600			3	33
$601-700				
$701-800				
$801-900	1	11		
$900+				
	N = 9	100%	N = 9	100%

Each participant was asked if she had any health problems which would interfere with work or education, 88% responded "no" while 12% who were unemployed responded "yes".

When asked about pre-program work experience, 88% of the total participants indicated that they has been previously employed. Two women, both in the unemployed group, had no prior work experience. Those with pre-program employment experience had worked in manufacturing (25%), offices (25%), service work (31%), and other (19%).

The subjects were asked if they had ever sought assistance from other employment programs prior to entering the NWEE program. There was little difference between the groups. Of the total subjects, 39% had never sought help before. Eleven women (61%) had asked for assistance from other programs. The most frequent services requested of the other programs were job information and placement.

The degree of post-secondary education, including vocational and occupational education, was determined. Seventy-five percent of the employed group had had some post-secondary education, 22% had not, and one person chose not to respond. Of the unemployed group, 44% had prior educational experience while 56% did not.

It should be noted that these women not only had entered post-secondary training but had completed the training. They received training in business-clerical training (50%), cashiers course (10%), and unknown (40%). The women who had participated in and completed some form of training were more likely to be employed and have previous work experience than those who were not.

All subjects were asked what their primary objective was in attending the NWEE program. The results are presented in Table 9.

Table 9. Primary Objective in Attending NWEE Program

Objectives	Employed		Unemployed	
	Number	Percent	Number	Percent
Training to obtain job skills	1	11	4	44
Improvement of existing job skills	2	22		
Job placement assistance	3	33	2	22
Needed Money			1	11
Improving Self-confidence	2	22	2	22
Seeking Alternatives	1	11		
Job Readiness				
Vocational testing				
Other				
	N = 9	100%	N = 9	100%

The unemployed group desired training and assistance in job placement (66%). Similarly, the employed group (66%) had been seeking assistance in job placement, improving their skills, and for one person training that would result in her acquiring skills. Both

groups wanted to improve their self-confidence. It is interesting that only one person sought the financial assistance which was allotted to all participants.

Subjects were also asked if they had received personal growth services such as assertiveness training, counseling, and job readiness training. All the women who completed the program responded they had received these services. Participants were also asked about concrete services such as child care, transportation, financial assistance, and tutoring. Again, all those who completed the program responded they had received assistance in these areas as well.

Two areas where the participants responded they had not received assistance were in job training and placement. Two of the nine women (22%) who were employed reported that they had obtained their job independently. Seven of the nine unemployed participants (77%) responded that they had not received assistance in job placement. These women had been identified by the program as non-positive terminations or those women who had not been placed on the job. During the course of this study, six of these women had independently obtained employment even though that employment was intermittent. They related that their inability to remain employed was because of lack of skills. This result corresponds to the desire for job training. Many of the women in both groups responded that the jobs they received did not provide training or access to upward mobility. Instead, most women received employment experience which many already had.

When asked what impact participation in the NWEE program would have on their lives, the majority (88%) of the total group responded that it would help them become employed and thus, independent. Two women, one from each group, responded they did not anticipate this result.

Only one participant found the program to be difficult. When asked which factors most helped the participants complete the program the responses varied as seen in Table 10. However, 72% responded that encouragement from staff and family, and their own determination and persistence were the most helpful factors leading to completion of the program. The participants, 89% of both groups, reported that the supportiveness of the program staff helped them believe that they could become employed. They also stated that the peer support they received from other women in the group was helpful in reducing feelings of discouragement. Many of the women indicated that they had formed friendships during the program. Following the program a number of women formed a support network. As noted earlier, they also reported support from their families which was also felt to be important.

Table 10. Factors Which Most Helped to Complete Participation in This Program

Factors	Employed		Unemployed	
	Number	Percent	Number	Percent
Tutoring				
Money			3	33
Child Care	1	11		
Counseling				
Transportation				
Encouragement from staff	4	44	2	22
Encouragement from family				
My own determination and persistance	4	44	3	33
Other			1	11
	N = 9	100%	N = 9	100%

In an effort to determine what problems the women may have had while in the program they were asked what factors had made participation difficult. They were also asked if the length of the program presented any problems. In response to the first question, the majority of women (61%) responded that they had had no difficulties of significance. The remaining paticipants indicated they had had difficulties of a highly individualized nature citing: financial problems (5%), family problems (5%), and some women (16%) had problems with child care. The general lack of difficulties was due to efforts made by the program staff to resolve any problems participants had prior to their entering the program. The participants' ability to participate in the program, generally free from concerns, is indicated by the majority (61%) responding that they did not feel stressed at any time during the program. In response to questions regarding the length of the program, the majority of subjects (78%) felt that there was enough time allotted for the program. Some participants (22%) felt that more time and more training was necessary. These results indicate that most of the participants in this sample were satisfied with the program and staff. Most criticisms were made by individuals who desired job training or felt that insufficient effort was made to obtain for them the job they desired. Some participants' expectations did not match the programs objectives.

To determine which factors may have impacted on the women in their efforts to find jobs following the program the women were asked about their experience when applying for employment, as well as, independent variables such as clothing or transportation.

First, participants were asked if they were consulted about where they wished to work. The majority (80%) of all participants responded that they had been consulted about their employment interests. They were also asked if the NWEE staff helped them obtain the type of job they wanted, 33% of the employed group said no, while 67% responded yes. Of the unemployed group, 77% indicated that the staff had not helped them to find the type of job they desired. The participants were also asked if they had been prepared for job interviews. Eighty-three percent of all participants responded that they felt prepared for employment interviews and testing.

Discrimination was another factor explored. The participants were questioned if they had been discriminated against in any manner while seeking employment; the majority of both groups, 72% of the employed group and 77% of the unemployed group, responded they had not. Interestingly, 27% of the employed women and 23% of the unemployed group responded that they had experienced discrimination when applying for employment. These cases mainly involved black women who were sent to predominately Hispanic employers. One woman stated that she knew she did not have a chance when she walked in the door because the other employees were all Mexican-American. Another woman reported that she had been hired by an organization which had predominately Hispanic workers. She was unable to obtain the peer support necessary to learn certain aspects of her job. In addition, she indicated that the supervisor of her group showed consistent preference to the women who were Hispanic. The third participant reported that she had gained employment in a factory where the line supervisor verbally harassed her racially and sexually, making it

extremely difficult for her to perform her work. All three women felt that there was nothing they could do about their situations except look for other work.

The participants were also asked about transportation and clothing. Transportation was not a problem for 88% of the employed group. Of the unemployed group, 44% indicated it had been a problem. For the majority of all subjects, (73%), clothing was not a problem. Of the 27% who reported that clothing had been a problem, many said they were insufficiently dressed to compete for a number of the jobs to which they had been sent. One woman indicated that when she was hired in a non-traditional job she had been required to purchase an expensive pair of protective shoes which she could not afford. For the majority of women, however, transportation and clothing did not present problems.

Satisfaction with employment, following the program was another factor examined. The women who had become employed either as a result of the program placement assistance or independently were asked about job satisfaction. Of the women who were employed, 44% responded that they were satisfied with their present employment. By contrast, of the women who had been employed 86% responded they were not pleased with their employment. Some of the women appeared to be employed below their ability. In two cases both women had a number of college hours and were employed in low entry jobs unrelated to their training. Both women had taken the jobs because they could not find employment elsewhere. Another problem presented was that many of the women were sent to areas of employment where they had previous work experience. They interpreted this to mean that they

had not improved their circumstances and that upward mobility was not likely.

The women were asked what part of the program was most helpful in assisting them to find employment. The majority of the women (66%) did not respond. This lack of response may have been a result of many women finding their job independently of the program. They often did not associate what they may have learned in the program with their present or former employment. Of those who responded, 17% indicated that having someone assist them find employment was helpful, and 17% indicated learning about employment possibilities, training, and educational opportunities in San Antonio was most helpful.

Both groups were asked if their monthly income had increased as the result of employment, five (28%) responded it had, and 13 (73%) did not respond.

Participants were asked what they felt about their participation in the program. A significant percentage of the program participants (39%) believed they were going to be trained for employment during the program. They responded that they did not get the training that they needed and, as can be seen from Table 11, were not satisfied.

Table 11. Response to Program Following Completion

Responses	Employed		Unemployed	
	Number	Percent	Number	Percent
Satisfied	5	55	1	11
Average (OK)	1	11	2	22
Disappointed	3	33	4	44
	N = 9	100%	N = 9	100%

In addition to examining factors affecting NWEE program participation, three women were identified as having attended San Antonio College for general courses. While the sample was too small for their responses to be significant, they were among the employed persons and credited their education as contributing to their employment. Their responses as well as those of the remaining participants indicated that many women who went through the program at NWEE did not know what the college had to offer women in terms of training opportunities.

When the participants were asked through open-ended questions what characteristics a woman needed to become successfully employed, the majority felt self-confidence, a good attitude, and willingness to work hard were necessary. When asked what characteristics were needed to become educated, they responded determination, child care, and financial assistance. When asked to state what they had learned in the program which has had the most impact on their life, they responded self-confidence.

Discussion

The examination of the NWEE program participant completion rate indicates that the majority of participants complete the program. This was demonstrated by the eighteen participants in this study. Only two individuals failed to complete the program. There are several factors which contribute to the high rate of program completion. The short length of the job readiness program is a factor which contributes to completion. The women are provided support services prior to their entering the program. Initially, the staff insures that participants are employable and motivated

work. They also identify problems which might inhibit program completion, such as transportation and child care. They provide solutions to these problems prior to the participants beginning the program. This may involve arranging for transportation, car pooling among participants, or child care. The staff is also prepared to address these problems if they should occur during the program. In addition to problem solving, the staff also makes a determination of the degree of support from family and friends, particularly spouses or male friends, as they can easily sabotage a woman's employment efforts. This pre-entry examination and problem solving by staff helps to both identify potential problem areas as well as select highly motivated participants.

The program's teachers and staff also make an effort to be supportive, positively reinforcing and providing individualized attention to the participant. This also includes addressing any maladaptative behaviors or attitudes a woman may have which would affect her employment possibilities. This attention acts as a motivating factor. The women are positively reinforced for their effort to improve their employment circumstances. As a result, many of the women indicate that the factor which most helped them to complete the program was their own determination in conjunction with the support from the staff and teachers. Support services are a highly significant factor in the completion of programs by disadvantaged women.

The post-program experience of the eighteen subjects provided interesting results. The goals of the program were unmet by one half of the randomly selected subjects. Nine subjects became

employed and nine did not. The indications are that this may have been the result of both demographic variables and the fact that most women were seeking training to acquire skills which the program did not offer. The demographic variables contributing to employment or unemployment were marital status and number of children. The majority of employed women were single, head of household and had one child. The unemployed women were more likely to be married, and thus were cushioned by spouse's income and had more than one child which made day care arrangements more complicated. The single women were more pressured to be self supporting and thus more likely to be employed. They also had had greater educational or training experience and more skills to offer a potential employer. As previously noted, many women were seeking training which the program did not offer. Consequently, the lack of skills decreased their ability to acquire better jobs. It is important to note that the participants, who are without skills, are aware that without training their opportunities for better employment are slim.

Another interesting finding concerned the pre-program employment efforts of participants. The majority of participants had previous work experience and several had gone to other agencies to improve their job circumstances before entering the NWEE Program. The majority of women were hoping to obtain training or employment that would provide skills leading to upward mobility. The employment they were eligible for was not likely to result in upward mobility or provide the training which they desired. One interpretation of these findings is that both groups of employed and unemployed women had previous work experience and were seeking training

through the program or subsequent employment. They realize that without skills their employment is likely to be intermittent, and the jobs they receive will provide low wages and little upward mobility.

The support services which the program provides appears to improve the probability of completing the program but does not necessarily lead to employment. The preliminary findings indicate that program completion can be insured by providing support services which resolve individual problems prior to the participant entering the program, as well as, those which arise during the program. The support and attention provided by teachers and staff also help to maintain motivation. The findings also indicate that women who have both work experience and skills are more likely to be employed than those who do not.

Intermittent, low level employment and use of AFDC may be the only alternatives which disadvantaged women have in the absence of skills training needed by local communities. A more extensive examination of the population should indicate if the findings of this pilot study are generalizable to the remaining population.

The pilot study identified problems within the research design. The questionnaire identified factors affecting program completion; however, it was revised to include educational experience, a post-program employment history, and more questions to measure knowledge of educational opportunities and experience at the college.

The preliminary study also indicated that the definition of fall out was inappropriate for the employment program participants under study. The majority of women complete the NWEE program but

do not necessarily become employed as demonstrated by half of the pilot study participants. The thirty-three participants identified as subjects who had fallen out were considered non-positive terminations by the program operators. Of those thirty-three, the records indicated that seven had moved, nine had transportation problems, five had family problems, six had health problems, two refused to continue, one did not want to work, one had time complications, one did not want to be placed in employment in a motel, and one respondent gave no reason. Of the nine women contacted from this group, six women had become intermittently employed on their own. Of the nine women who were recorded as being employed (positive terminations), only three remained employed. These problems indicated that a redefinition of fall out would be necessary to insure the identification of factors which lead to employment following program completion. As such, it was decided to identify as many subjects as possible who met the criteria of being disadvantaged and to identify factors which help women to become employed. As well as, factors which contributed to unemployment following the program.

The final problem identified by the pilot study was the difficulty in contacting participants and the amount of time which was necessary to obtain the pilot study sample. The population was highly mobile and many potential participants could not be reached by phone or through contacts named in their records. In addition, many appointments were broken and had to be rescheduled. These obstacles made random sampling difficult. The solutions were to use purposive sampling as described by Kerlinger (1973), and increase the number of interviewers.

Finally, an internal measure of Locus of Control (Norwick: 1980) was added to the questionnaire. The pilot project participants appeared to be increasing in self-confidence and acquiring job readiness skills but half remained unemployed. It was hypothesized that while they might want to be successful in employment they did not internalize the belief and remained unemployed. Internality has been demonstrated to affect success and can be taught to individuals to increase employability. Therefore, comparison of internality between the employed and unemployed group was added to the study design.

Study II

This study was conducted to provide an analysis of factors which contributed to fall out or successful completion of employment and education programs and goals by NWEE participants.

Subjects

Eighty-two participants of the NWEE program from 1979 to 1981 agreed to participate in this study. The subjects were female ranging in age from 18 to 55 years. The subjects were identified from a master list made of the NWEE case records for the years 1979 to 1981. Fifty-seven of the subjects were employed at the time of the study and of those 17 had attended San Antonio College. Twenty-five of the subjects were unemployed at the time of the study and of those 12 women had attended San Antonio College.

Apparatus

A questionnaire was administered to all subjects following the signing of a consent form. They were also requested to fill out a post-program employment history and the Nowicki-Strickland Locus of control test (See Appendices F & G.)

Interviewers

Eleven female interviewers were trained to conduct the interview and administer the questionnaire. An effort was made to match the subjects with the interviewer by both age and ethnicity.

Procedure

A master list was made of available records of subjects who participated in the NWEE program from 1979 through 1981 resulting in 320 possible participants. Following the initial survey training each interviewer was provided with a list of potential participants.

The 1980 and 1981 subject records also provided contacts, i.e. friends or relatives of the subjects. These names and phone numbers were also given to the interviewer to aid in locating subjects. The participation rate was one out of every four subjects contacted. The interview was conducted in approximately one hour in a location of the subject's choice and at the subject's convenience. The survey instrument and all other materials were returned to the research coordinator and coded for analysis.

Analysis

The responses were coded for computer analysis and a frequency distribution was made of the responses of these groups of subjects: those who were in progress, employed subjects, and unemployed subjects. A content analysis was done of the open-ended questions and a comparison by T-Test was made of the subjects' responses to the Nowichi-Strickland Locus of control test. The results of the Nowicki-Strickland and employment histories are found in the last two sections of procedures in this report.

Results

The data were divided into two groups, (1) subjects who had entered the NWEE program and who had become employed or enrolled in college, and (2) subjects who had not become employed as a result of their participation in the program or who had become unemployed since completing the program. The data from the first part of the questionnaire is separated into the following sections: personal characteristics, previous efforts made to become employed through other agencies or training programs, reasons and objectives for attending NWEE, response to the services of the program, employment

success or failure following the program, responses to support services offered by the program, and responses to training offered by the San Antonio College. Data from the second part of the questionnaire describes responses to the subjects' experience at SAC and the services used. The third part of the questionnaire consists of open-ended questions and was analyzed via a content analysis. In the fourth section the employment history results were reported. In the last section, the results of the Nowicki-Strickland Locus of control test are reported.

Similar to the pilot study, the ethnicity of this study was characteristic of the population which the NWEE program serves. The majority of participants are minority women as can be seen in Table 12.

Table 12. Personal Characteristics - Ethnicity

Ethnicity	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
Anglo	4	7	4	16
Black	18	32	6	24
Hispanic	35	61	15	60
	N = 57	100%	N = 25	100%
No Response Given	4			

As can be seen in Table 13 the unemployed subjects were more likely to be younger than the employed subjects. The younger age of the unemployed group may have contributed to their lack of employment experience and reduced their employment potential.

Table 13. Personal Characteristics - Age

Age	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
18-20	8	14	5	50
21-25	12	21	8	32
26-30	16	28	9	36
31-35	9	16	1	4
36-40	10	17	1	4
41-45	1	2		
46-50	1	2		
51-55			1	4
	N = 57	100	N = 25	100

As can be seen in Table 14, the employed and unemployed subjects had similar levels of education. This result indicates that level of education was not a factor differentiating the employed from the unemployed women as might be expected.

Table 14. Personal Characteristics - Years of Education Completed By NWEE Subjects

Years of Education	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
1-6	2	4	1	4
7-9	3	5		
10-12	12	21	7	28
HS Graduate	20	36	9	36
Obtained GED	8	14	4	16
College	9	16	4	16
Vocational Tng	2	4		
	N = 56	100%	N = 25	100%
No Response Given	1			

The majority of subjects (See Table 15) were single and of those, most were divorced or separated from their spouse.

Table 15. Personal Characteristics - Marital Status

Status	Employed		Unemployed	
	Number	Percent	Number	Percent
Single, Never married	12	21	12	48
Separated from spouse	14	25	5	20
Divorced	20	36	7	28
Married	7	13	1	4
Common law married	1	1		
Widowed	2	4		
	N = 56	100%	N = 25	100%
No Response Given	1			

As Table 16 indicates, 75% of the employed subjects were head of household in contrast to 40% of the unemployed subjects, where that responsibility was assumed by others (relative or spouse).

Table 16. Personal Characteristics - Head of Household Status

Status Response	Employed		Unemployed	
	Number	Percent	Number	Percent
Yes	43	75	10	40
No	14	25	15	60
	N = 57	100%	N = 25	100%

There was little difference in the number of persons living in the subjects' households or in the number of children living with either group as can be seen in Table 17 and 18.

Table 17. Personal Characteristics - Number of Persons in the Household

Number of Household Members	Employed		Unemployed	
	Number	Percent	Number	Percent
1-3	20	39	13	54
4-6	24	47	8	33
7-9	7	14	3	13
	N = 51	100	N = 24	100
No Response Given	6		1	

Table 18. Personal Characteristics - Number of Children Living at Home

Number of Children	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
No Children				
1-3	45	83	18	90
4-6	6	11	2	10
7-9	3	6		
	N = 54	100	N = 20	100
No Response Given	3		5	

A difference was noted however, in the number of children who required day care services. Of the working women, who are mothers, only 43% needed child care for children under four years of age. In contrast, 70% of the unemployed group had children four years of age and under who required day care services. Although the employed group had a greater number of children, their children were more likely to be of school age and less likely than the children of the unemployed to require day care services.

Upon entry into the NWEE Program, the majority of subjects in both group were recipients of AFDC. See Table 19.

Table 19. Personal Characteristics - Primary Source of Income

Income Source	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
AFDC and Food Stamps	23	43	14	58
Alimony/Child Support	10	19	7	29
Part-Time Job	2	4	1	4
Spouse	5	9		
Other-(unknown)	14	25	2	8
	N = 54	100	N = 24	100
No Response Given	3		1	

The majority of subjects had income levels at or below two hundred dollars a month. The employed group reported 55% at that

level while the unemployed had 68% at that income level. The second most frequently reported level of income for both groups was four hundred dollars or less. Twenty-four percent of the employed subjects reported this, as did 20% of the unemployed subjects. The remaining subjects all reported incomes above four hundred dollars.

The subjects were asked about their experience with welfare, particularly AFDC. Fifty percent of the employed subjects had experience with welfare as compared to 72% of the unemployed. The majority of those who had received AFDC had done so for six months to a year as can be seen in Table 20.

When asked if they had suffered from any health problems which would interfere with employment or education, the majority of subjects in both groups responded no. Six of the employed

Table 20. Personal Characteristics - Length of Time Receiving AFDC

	Employed		Unemployed	
Time	Number	Percent	Number	Percent
Less than 6 months	1	3	4	22
6 months to 1 year	13	45	6	33
1-3 years	5	17	3	17
1-5 years	2	7	2	11
6 years or more	4	14		
Other-Unknown	4	14	3	17
	N = 29	100%	N - 18	100%
No Response	28		7	

subjects responded they did have health problems but were working inspite of their problems.

Each participant was asked if she had previous work experience, and as can be seen from Table 21, most participants did have prior work experience. The most frequent areas of work experiences were in manufacturing, clerical, and service work.

Table 21. Personal Characteristics - Previous Work Experience

Response	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
Yes	44	85	19	79
No	18	15	5	21
	N = 52	100%	N = 24	100%
No Response	5		1	

The women were asked about previous efforts to seek employment either through agencies or training experience. Thirty-five percent of the employed group had made a prior effort, as had 44% of the unemployed group. Those subjects who had gone to other agencies cited job placement and referral as their primary reason for attending and their second objective as job training. When asked if the agency had assisted them in finding employment, 60% of the unemployed women responded no while 59% of the employed women responded the agency had helped them.

Each woman was also asked if she had had any vocational or occupational training prior to attending NWEE. The majority of both groups responded they had had no prior training (70% of the employed and 64% of the unemployed). The subjects who had received training were asked if they had completed it. Eighty percent of the employed group responded they had as did 52% of the unemployed subjects. The subjects of both groups who had entered training and had dropped out were asked what had been their primary reason for not completing their training. The reasons given included financial problems (21%) training in an undesired skill (21%), transportation problems (5%), and 10 (53%) responded other, failing to identify the reason.

Although the majority of participants had work experience they had not gone to an agency for help finding employment. In addition,

some of them had independently made attempts to gain skills through job training. This did not necessarily result in their employment, however. The subjects in this study had made both intermittent employment and education efforts. They had previously made efforts to improve their employment potential.

In the second section of the survey the women were asked about their reason for coming to the NWEE program and how they responded to the services they received while in the program.

Table 22A. Participants Primary Objective in Attending the NWEE Program

Objective	Employed		Unemployed	
	Number	Percent	Number	Percent
Training to obtain job skills	12	22	8	35
Improve job skills	5	10	2	9
Assistance finding a job	21	38	5	22
Stipend received during program	3	5		
Improve self confidence	3	5	3	13
Seeking alternatives to present life situation	3	5	1	4
Job Readiness Tng			2	9
To get off AFDC	6	11	1	4
Other (unknown)	2	4	1	4
	N = 55	100	N = 23	100
No Response Given	2		2	

Table 22A provides interesting results. Of note is the difference between the two groups in their primary objectives. The employed group was predominately seeking assistance finding a job, whereas the unemployed group was seeking job training which would provide the acquisition of job skills. For the employed group obtaining a job was their primary goal. In addition to their primary goals in attending NWEE, the subjects often cited more than one reason for their seeking out the NWEE program for a assistance.

Their cumulative reasons for attending the NWEE program can be seen in Table 22B. This table indicates that the three dominate reasons these women attended NWEE were: assistance in finding a job, training to obtain job skills and to remove themselves from AFDC.

Table 22B. Participants Culmulative Reasons for Attending the NWEE Program

Rank Ordered Reasons	Number	Percent
Assistance finding a job	39	50
Training to obtain job skills	30	39
To get off AFDC	22	28
To improve job skills	15	19
To improve self confidence	15	19
Stipend received during the program	9	11
Seeking alternatives to present life situation	9	11
Job readiness training	6	8
Other (Education)	3	4
	N = 78	
No Response Given	4	

Each participant was asked to indicate the length of time they had remained in the program. Their responses are given in Table 23. The majority of subjects had a two to three week exposure to the job readiness training. When asked if they had completed the program, the majority of subjects responded yes, 90% of those employed and 76% of those unemployed.

Table 23. Length of NWEE Program for Participants

	Employed		Unemployed	
Weeks	Number	Percent	Number	Percent
2 weeks	13	27	4	21
3 weeks	18	38	8	42
4 weeks	11	23	3	16
5 weeks			1	5
6 weeks	6	12	3	16
	N = 48	100%	N = 19	100%
No Response	9		6	

The women were asked about the services of the program they had used. The first section identified employment, education, and training services offered by the NWEE Program.

When asked if they were tested for job skills, 48% of the employed group indicated they had been tested. A slightly large percentage of the unemployed group, 56% indicated that they had been tested while 36% responded they had not. The majority in both groups said they were tested and counseled for job interests (84% employed and 78% of the unemployed group). In both groups were women who needed to obtain a GED. Fourteen or 28% of the employed and 28% of the unemployed women were assisted in obtaining a GED.

A large percentage of both groups was found to have received job readiness training. Of the employed group, 93% remembered having taken the classes for job readiness while 3 women (7%) did not recall such classes. Of the unemployed group, 87% responded they had taken the job readiness classes. Thirteen percent did not recall the classes. As part of the evaluation of their job readiness training each woman was asked if she had been trained to fill out job applications and to take employment tests. Of the employed group 71% responded yes. This was not significantly different from the 64% of the unemployed group who also responded yes. Although there was some variance in the responses, the majority of the women had job readiness training, assistance obtaining a GED when required, and had been taught to compete for employment.

Questions were also asked of the participants to determine to what degree they had received assistance with personal growth as it relates to employment. The first areas of questioning concerned

assertiveness training and self-confidence. The majority of subjects indicated they had participated in and benefited from classes given to aid in their personal growth (95% of the employed group and 88% of the unemployed group). Likewise, the majority of participants responded they had benefited from counseling for personal and employment problems (86% of the employed group and 72% of the unemployed group). Improving communication through group participation was also acknowledged by the majority of participants (98% of the employed subjects and 84% of the unemployed group). In addition to the areas already mentioned, the women were also queried concerning their participation in classes on improving their personal appearance. Ninty-eight percent of the employed women responded yes in comparison to 84% of the unemployed women. The participants were also asked if they had participated in classes on how to handle job conflicts or problems on the job. Eighty-nine percent of the employed subjects responded yes, as did 79% of the unemployed subjects. The subjects were also asked if they had received planning for upward mobility in employment; 93% of the employed subjects indicated that they had, as did 76% of the unemployed subjects.

Finally, under the personal growth section of the survey, subjects were asked if they had participated in counseling to return to school as a means of improving their employment possibilities. Of the employed subjects, 71% responded yes. Eight-eight percent of the unemployed group had also received counseling in this area.

In the final section, the women were queried about concrete services. The majority of subjects had no problems with child care. Sixty-seven percent of the employed group and 68% of the

unemployed group responded that they had not required child care services. One third (33%) of the employed group, and nearly as many of the unemployed group (28%) had used the child care services provided. Two of every three women (66%) in the employed group indicated they had required assistance with transportation. Slightly over half (56%) of the unemployed group had also used transportation assistance. The remainder of both groups did not need assistance or did not respond to the question.

Financial assistance was a third area of concrete services which was provided by NWEE. As with the other services provided, a majority of each group indicated they had obtained financial assistance. Of those who responded, 83% of the employed group and 76% of the unemployed group had benefited from the NWEE financial assistance.

Another area of assistance was in job placement. Almost three quarters (73%) of the employed group and nearly the same percentage (72%) of the unemployed group had received assistance with their job searches and job placement.

The degree of post-program follow-up and counseling was determined in both groups. The difference between the two groups was slight. Although a majority of each group received post-program counseling, a significant number did not. Thirty-eight percent of the employed group and 43% of the unemployed group did not receive follow-up counseling.

The subjects were also asked to what degree they had found the program stressful. Of the employed participants, 84% denied having been stressed. Eight-three percent of the unemployed group also had

not felt stressed. Neither group had problems with concentration, with 84% of the employed women and 80% of the unemployed women denying it as a problem.

Family support was another factor felt to be important to successful completion of the program. Eight-six percent of the employed subjects indicated that they had received encouragement from family and friends, as did 80% of the unemployed women.

The women were then asked about the type of employment they had wanted and the factors that had affected their employment following the program. As Table 24 indicates the majority of women were seeking traditional work. The women were asked if the program was long enough; 76% of the employed women responded yes as did 55% of the unemployed subjects. Twenty-four percent employed subjects responded it should have been longer and 46% of the unemployed subjects responded likewise. The subjects varied on what amount of time would have helped, though the majority in both group agreed that more time would have been beneficial.

Table 24. Participants Area of Employment Requested

	Employed		Unemployed	
Type	Number	Percent	Number	Percent
Traditional	33	66	16	76
Non-Traditional	17	34	5	24
	N = 50	100	N = 21	100
No Response Given	7		4	

The subjects were asked if lack of money was a problem in attempting to become employed. The majority of subjects in both group responded that lack of money was not an inhibitor to their employment. The women were also asked if transportation or clothing

were problems affecting their employment. Only a few women had such problems. Of the employed group 21% responded they had problems with transportation as did 24% of the unemployed group. Likewise, 23% of the unemployed group had problems with clothing for employment. Of both groups the unemployed women indicated they had had problems within these areas. The majority of women, however, did not report such problems. The subjects were also asked if their efforts to become employed had affected their public assistance benefits. As can be seen by Table 25 the majority did not have problems with benefits, although, the employed participants reported a reduction in food stamps.

Table 25. Public Assistance Benefits Affected by Employment

Type	Employed		Unemployed	
Benefit Affected	Number	Percent	Number	Percent
Medicard or Medicare				
Yes	12	21	2	10
No	44	79	18	90
	N = 56	100%	N = 26	100%
No Response	1		4	
Food Stamps				
Yes	22	46	6	29
No	26	54	15	71
	N = 48	100%	N = 21	100%
No Response	9		4	

In an effort to identify which factors affected the participants' efforts to become employed, they were asked to cite the problems they encountered. Table 26 provides a distribution of the problems the women reported.

Table 26. Cumulative Problems Encountered While Seeking Employment by NWEE Participants

Type of Problem	Employed		Unemployed	
Child Care	16	(33%)	5	(13%)
Financial	16	(33%)	9	(39%)
Transportation	16	(33%)	8	(35%)
Family	9	(19%)	2	(9%)
Health	3	(6%)		
Lacking Skills or Training	22	(46%)	14	(61%)
Lacking Information About Jobs	15	(31%)	10	(43%)
Lacking Self-confidence	8	(17%)	6	(26%)
Other (Unknown)	5	(10%)	2	(9%)
	N = 48		N = 23	
No Response Given	9		2	

The most significant problems encountered by both groups were the lack of skills and training, and information about jobs. Additional problems for the employed group were equally divided between child care, transportation, and finances. By contrast, the unemployed group indicated that finances, transportation, self-confidence, and child care, in that order were additional barriers to their employment. Clearly, lack of skills is a consistant problem these women encounter.

The women were asked to identify what part of the program was most helpful to a woman seeking employment. As can be seen in Table 27 the majority of women felt that improving self-confidence and assertiveness was the most helpful part of the program, followed by employment and education awareness and job placement assistance. They were asked if all parts of the program were helpful to a woman seeking employment. The majority of subjects responded all components of the program were helpful (87% of employed subjects and 72% of the unemployed group).

Table 27. NWEE Program Components Beneficial to Women Seeking Employment

Component	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
Job Placement Assistance	13	25	4	17
Increasing Self-confidence and Assertiveness	18	34	13	58
Career Counseling and Testing	4	8	1	4
Employment and Education in San Antonio	14	26	4	17
Follow up	1	2	1	4
Other (Unknown)	3	5		
	N = 53	100	N = 23	100
No Response Given	4		2	

The women were asked how soon they became employed once they left the program regardless of whether they kept that particular job. As can be seen by Table 28 the majority of women become employed within

Table 28. Length of Time to First Job Following NWEE Program Completion

Months	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
Within a Month	20	45	9	75
1 - 3 Months	19	43	2	17
4 - 6 Months	4	9		
6 months to one year	1	3	1	8
	N = 44	100	N = 12	100
Response Not Given	17*		13	

*4 of the subjects were enrolled at SAC as Full-Time Students.

three months following the program completion. It is interesting to note that of all participants most women had a job at some point following the program. The women were also asked how many jobs they had had since they completed the program.

Table 29. Number of Jobs Held Since NWEE Program Completion

Number	Employed		Unemployed	
	Number	Percent	Number	Percent
1	20	45	7	47
2	42	19	4	26
3	4	9	1	7
4	1	2	2	13
5	1	2		
6			1	7
	N = 45	100	N = 15	100
No Response Given	12*		10	

*4 were enrolled in school.

From Table 29 it can be seen that most women held one or two jobs since they left the program. It is interesting to note that over half of the unemployed women had been employed at some time following the program. Of the employed group all (except the four attending college) were employed at the time of the survey.

The women were asked if they found or had found their work interesting. Most women who were employed responded yes, 85%, while 15% responded no; five persons did not respond. When the women who were presently unemployed were asked if they had found their work interesting, 69% responded no while 31% responded yes. Sixteen subjects who were unemployed did not respond.

The women who were employed were asked what the level of their present income was. As can be seen by Table 30, the majority of women had a monthly income of $500 and up. This is an improvement over the previously reported income of at or below $200 a month by subjects. The difference in earned income following the program is significant among the subjects who were employed.

Table 30. Level of Income Following Program Completion by NWEE Participants

Monthly Amount	Employed Number	Employed Percent
$0 - $299	6	12
$300 - $499	13	25
$500 - $699	13	25
$700 - $899	16	32
$900 - $1,000	3	6
	N = 51	100
No Response Given	6	

Job training, which was desired by many subjects was available to about one half of the subjects. Job training has a variety of meanings in the employment community. In the context of this study job training was defined as an activity resulting in a skill which could be transferred in the market, for example, welding. This is contrasted with work experience which usually means socialization to the specifies of a job rather than acquiring a specific skill. As can be seen in Table 31, most of the women reported they had received job training while close to one half of each group did not (of those who responded). One of the goals of most women is to acquire skills yet this goal is unattainable by many through employment.

Table 31. Job Training Provided Through Employment tO NWEE Participants

Response	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
Yes	25	57	9	56
No	19	43	7	44
	N = 44	100	N = 16	100
No Response Given	13		9	

The women were asked if the program helped them become more independent and self-sufficient. Of the women who were employed,

78% responded yes, and 22% responded no with two subjects not responding. Similarly, the unemployed women responded yes, 75%, no 25%, and one person did not respond. It is interesting that these women indicated they were more independent even though they were not employed at the present. They were asked if they were satisfied with the program. The majority of both groups were satisfied with the program as seen in Table 32. Those who were disappointed may have been expecting training which the program did not offer. The majority of women found the teachers and staff to be very helpful in their efforts to become employed: 89% of those employed and 68% of those unemployed. They also responded that teachers and staff were the most helpful person to them while they were in the program (79% of those employed and 64% of those unemployed).

Table 32. Response to Program Following Completion

Response	Employed		Unemployed	
	Number	Percent	Number	Percent
Satisfied	39	71	14	61
Average (OK)	5	9	2	9
Disappointed	11	20	7	30
	N = 55	100	N = 23	100
No Response Given	2		2	

The women were asked if they felt prepared for job interviews. Most of the women (72% employed and 76% unemployed) reported they felt prepared for interviews and also felt they were treated respectfully during interviews (89% employed and 64% unemployed). They also responded that they were consulted about where they wanted to work (83% employed and 80% of those unemployed) before they were sent on interviews. While the majority of subjects reported no

encounters with discrimination, 10 of the employed subjects did, as did 6 of the unemployed subjects. They were asked if they had been assisted in obtaining the job they wanted when they entered the program.

Table 33. Did NWEE Participants Become Employed at a Job They Desired Following Program Completion

	Employed		Unemployed	
Response	Number	Percent	Number	Percent
Yes	29	53	9	37
No	26	47	15	63
	N = 55	100	N = 24	100
No Response Given	2		1	

As can be seen in Table 33 the employed subjects were divided on this question. The unemployed subjects clearly responded no. This finding indicates that the unemployed subjects may have been dissatified with the area of employment to which they were referred to.

The subjects were asked what single factor most helped them to successfully complete the program. Ths most supportive factors to the participants were their own determination and encouragement from staff. From their responses, the participants were reinforced by themselves, teachers, and staff.

Table 34. Factor Which Most Helped NWEE Participant Complete This Program

Factors	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
Money	10	18	2	9
Child Care	2	4		
Transportation				
Encouragement from Family	1	2	3	13
Encouragement from Teachers and Staff	19	35	6	26
My own determination and Persistance	20	37	10	43
Other (Unknown)	2	4	2	9
	N = 54	100	N = 23	100
No Response Given	3		3	

The participants were also asked if the program was what they expected. As can be seen from Table 35 there was a large number of persons who expectations were inconsistant with the program.

Table 35. Did the NWEE Program Match Your Expectations Upon Completion

Response	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
Yes	34	65	13	54
No	18	35	11	46
	N = 52	100	N = 24	100
No Response Given	5		1	

This is particularly true of the unemployed subjects where close to one half responded the program was not what they expected. This may be the result of the number of women who were seeking training to acquire skills which the program does not offer.

In the last section the subjects were asked what they knew about training opportunities at the community college. The first question the women were asked was if they were interested in further education regarding their job interests, and if so, were they

referred to a community college? Of the employed subjects, 65% responded yes, 35% responded no, and five subjects did not respond. Of the unemployed subjects, 40% (10) responded yes, 52% (13) responded no, and 2 did not respond.

The subjects were asked if they would be interested in training offered by the college. Table 36 below indicates that many of the respondents would be interested in such training. The women were asked if they knew that San Antonio College provides financial assistance, academic support services and counseling to assist

Table 36. Number of Persons Who Would be Interested in Training at San Antonio College

	Employed		Unemployed	
Response	Number	Percent	Number	Percent
Yes	44	80	21	91
No	11	20	2	9
	N = 56	100	N = 23	100
No Response Given	1		2	

disadvantaged women complete training programs. Table 37 indicates that these women did not know what SAC had to offer them and therefore did not have it as an alternative to choose in improving their employment possibilities.

Table 37. Do you know what services San Antonio College Offers Returning Women Students

	Employed		Unemployed	
Response	Number	Percent	Number	Percent
Yes	25	55	17	74
No	30	45	6	26
	N = 55	100	N = 23	100
No Response Given	3		2	

The subjects were asked if they would be willing to spend one or two years in a training program if they were provided support services. Table 38 indicates that the majority of women would be willing to better their employment possibilities through education if they were provided support services.

Table 38. NWEE Participants Willing To Spend One To Two Years In A Training Program If Provided Support Services

	Employed		Unemployed	
Response	Number	Percent	Number	Percent
Yes	46	85	22	96
No	8	15	1	4
	N = 54	100	N = 23	100
No Response Given	3		2	

The participants were asked what problems they anticipated attending the college. As can be seen in Table 39 the subjects primarily anticipate problems with finances, child care, and studying. All of these problem areas are addressed by the community college.

Table 39. Problems Anticipated While Attending SAC for Training By NWEE Participants

	Employed		Unemployed	
Problems	Number	Percent	Number	Percent
Financial Need	28	63	14	56
Child Care	7	16	4	16
Transportation			1	4
Health				
Studying	4	9	1	4
Relationships			1	4
Discrimination				
Employment	3	7		
Other (Unknown)	2	5	4	16
	N = 44	100	N = 25	100
Response not given	13			

Through open-ended questions the participants were asked what disadvantages or advantages they would anticipate in training offered by the college. They were also asked what program area or training they would be interested in pursuing at the college.

Many of the responses to the first open-ended questions can be seen in Table 40. The two most consistantly identified disadvantages financial problems and child care probelms are consistant with previously mentioned problems. As can be seen studying, working and time management are also anticipated disadvantages. Many women were not sure how they could manage these problems.

As can be seen in Table 40 the majority of anticipated problems are financial, child care, studying, and time management.

Table 40. Anticipated Disadvantages to Attending SAC by NWEE Participants

Participants Responses	Number	Percent
Financial Problems	12	24
Child Care Problems	12	24
Time Constraints with Family	4	8
Studying Problems	6	12
Working and Studying Problems	6	12
Time Management	5	10
Need GED	3	6
Need Night Classes	2	4
	N = 50	
Response Not Given	32	

In the second open-ended question the participants were asked what advantages they would anticipate in acquiring training through the college. As can be seen in Table 41 the subjects responses indicate they would anticipate improving their employment possibilities through such training. Table 41 indicates that the subjects anticipated improving their employment opportunities through training at the community college.

Table 41. Anticipated Advantages to Attending SAC by NWEE Participants

Participants Responses	Number	Percent
Improving Employment possibilities	33	83
Improving Myself through Education	4	10
Improving present skills	3	7
	N = 40	40
Response Not Given	42	

When asked what areas they would be interested in training in the responses can be seen in Table 42.

Table 42. SAC Programs and Training of Interest to NWEE Participants

Program or Training Interests	Number	Percent
Computer Sciences	18	23
Business Management	9	11
Child Development	8	10
Nursing	6	8
Word Processing	4	5
Accounting	4	5
Secretarial	4	5
Business Administration	3	4
Typist	3	4
Mechanic	3	4
Drafting	2	3
Key Punch Operator	2	3
Other*	13	15
	N = 79	100%
*Legal Secretary, clerical, truck driver, dental hygenist, cashier, music, pharmacist, electrician, bookkeeper, journalist, teacher's aids, lab technician and interior decorator.		
Response Not Given	3	

Discussion

There are many factors which contribute to successful completion of education and employment programs and goals. In an effort to identify which factors most frequentally affect this disadvantaged population of women many areas were explored, including personal characteristics, efforts to obtain education or employment prior to attending the NWEE program, response to the NWEE program, problems

encountered while seeking employment, and the participants' post-program experience.

The personal characteristics of this sample were similar to the pilot study sample and typical of the population the NWEE program serves. An examination, comparing the employed and unemployed groups' personal characteristics, resulted in few differences which would have led to fall out or unemployment. There were three personal variables which contributed to the twenty-five women being unemployed. The unemployed group was as a whole, younger and therefore more likely to have fewer years work experience and less employment maturity than the employed group. The twenty-five women were also less likely to be the head of household and as such less pressured by economic necessity to become employed. Finally, a significant difference was that the unemployed group had more children needing day care services if they were to become employed. One young woman typified the problem many women have seeking employment and also child care. She was hired by an employer who provided her training and employment benefits. She said she felt very good about her opportunity. The subject had arranged for the daily child care of her son with a relative. Within a week, the relative told the subject she could no longer take care of the child and other arrangements would have to be made. The subject could not find affordable child care and her employer fired her. The employer, who was contacted, indicated that the subject was intelligent, hard working, and she regreted having to loose her. She indicated, "it happens a lot with these young girls and their kids". Affordable child care is not readily available to this population of women.

Both of the groups main source of income was AFDC and the majority had received it for six months to a year. It is encouraging to note that most of these women reported that one of their main reasons for going to NWEE was to get off AFDC. It is significant that 70% of the women interviewed at the time of this study had achieved this goal and were not longer dependent on AFDC.

The population as a whole had previous work experience and had made previous efforts to obtain employment assistance. This pattern indicates that the women were motivated to both work and improve their employment circumstances. Their work experience, however, was in the traditional occupational areas - manufacturing, clerical, and service work. Very often the women re-enter these areas following program completion as their work histories indicate. While prior work experience is a positive factor and increases the value of a potential employee it did not necessarily lead to better employment or upward mobility for these women. As will be discussed later, skills and training were the factors most likely to improve a woman's employment opportunities. Also, the women who had some skills were more likely to enter higher levels of employment at the completion of the program.

The expectation that there would be significant differences between the two groups' personal characteristics was not appropriate. There were more similarities than differences. The personal factors which may have contributed to successful employment were the ability of the participant to arrange and afford child care, and her job skills.

In the second section of the survey the women were asked about their experience with the NWEE program. As was previously mentioned

in the pilot study, the support services and individualized attention the women receive insure program completion. These two factors are significant and should characterize programs for disadvantaged women. The subjects in this sample clearly indicated that their reasons for coming to the NWEE program were to obtain assistance finding a job, to get job training, and to remove themselves from AFDC. One difference between the groups was the unemployed group's greater desire for training to obtain job skills than to obtain employment placement assistance. One consistent response was their desire for training to acquire skills.

Regarding their experience with the program, the employed and unemployed subjects received the same services and job readiness training. Although they did indicate different lengths of time spent in the program, this did not significantly differ between the two groups. As the results indicate, the women were well prepared to compete for employment and were motivated to improve their employment opportunities.

There was some negative feedback about the program from participants. This feedback generally related to unmet expectations of the program. Many women anticipated obtaining employment at higher entry levels. Often, they lacked the skills to compete for such jobs which led to their expression of frustration. In a few instances, by contrast, women were sent to apply for available jobs for which they were overqualified.

The most positive feedback came from women who were simply grateful to have acquired a job and those who were receiving job training that would result in the acquisition of a skill.

In the third section of the survey the subjects were asked about factors which impacted on their postprogram employment experience. The primary problem encountered by both groups of subjects were the lack of skills and they reported this to be a significant factor affecting their becoming employed. These women were motivated and eager to obtain employment. They had some work experience, but no skills they could use for leverage to obtain stable employment and become independent and self-sufficient. Many women anticipated acquiring job training that would result in the acquisition of such skills. A little more than one half of the women reported that they received job training. The best example of this possibility was demonstrated by the women who were placed in private industry and trained to become sheet metal welders. For these women the training resulted in the acquisition of employment and a transferrable skill required by the labor market. For many women the employment they gained put them back into areas where they had previous work experience. The result for many women, regardless of job readiness training or other factors, is that they are most likely to re-enter the labor market in areas in which they already have experience or at low-entry levels. This is demonstrated in their post-program employment histories.

One factor which should be mentioned is a factor which was not within the scope of this study to measure, the impact of the economy on the efforts of programs similar to NWEE. It is difficult during hard economic times for employers to generate training positions for the disadvantaged worker especially when many workers are being laid off. As indicated in the literature review, one researcher concluded

that employment programs (such as NWEE) are in a good position in times of high employment to assist the disadvantaged worker to find job training that results in skills acquisition. In times of high unemployment, however, the best programs can hope for is to assist the population they serve to find and compete for jobs. A third alternative, however, and one not considered before, is to educate, through vocational education, these disadvantaged women for jobs in areas of employment that will grow in a recovering economy.

In addition to the lack of skills, other factors such as child care, finances, transportation, and information about available job opportunities presented problems for these women. These are peripheral problems which women must solve to become and remain employed.

In examining the components of the NWEE program which most helped the women while they were seeking employment, three factors were most consistently mentioned: increasing self-confidence and assertiveness, learning about employment and education opportunities, and job placement assistance. As indicated in the literature review, one problem which characterizes this population is low self-confidence. The women indicated that they had increased their self-confidence and assertiveness as a result of the program. The women responded that they believed they could gain employment and support their families.

The postprogram experience of the women is interesting. The employed group became employed within three months of their completing the program. The unemployed group had also been employed following the program completion but had not found it possible to remain employed. Problems with child care were most often mentioned as the problems which inhibited their employment.

Another interesting post-program experience was that the majority of subjects had had two jobs since they had completed the program. For some of these women, the second job was a better job opportunity with better wages. Consistent with this, the women's level of income increased over their pre-program income. The increase in income was significant among the employed group which is a positive result of the program. Not only did the women get off welfare but they improved their income levels. It is interesting to note, also, that many women were working in areas in which they did not want jobs. A little less than one half of the employed subjects had jobs under this circumstance. In addition, almost two thirds of the unemployed subjects had taken jobs in areas in which they did not have a particular interest. Although this indicates that many women may have been dissatified with their employment they were none the less motivated to remain employed. It is also interesting to note that in spite of failing to obtain the training or job they wanted, the majority of participants were satisfied with the program.

In addition to the above questions the subjects were asked about training opportunities at the community college. Both groups expressed a strong interest in the training opportunities offered by the college. It was interesting that the unemployed women knew more about the services the college had to offer than did the employed. It is also interesting that a significant majority indicated that they would be willing to spend one to two years in a training program if they were provided support services.

The subjects identified financial need, child care, and studying as the primary problems they anticipated having if they attended

college. These are problems for which the college could provide solutions. The women indicated that such an opportunity would lead to improved employment opportunities. It was also interesting to note that the program the women were most interested in was computer sciences. It is ironic to consider that many of these women had the requirements necessary to enter the college and had they been provided support services, developmental academic preparation, and finahcial assistance, they could have acquired skills and a degree, rather than experience with AFDC.

In summary, the factor which was most frequently reported by the women as affecting their potential employment was skills. They did not have the skills they needed to compete for jobs at higher entry levels. Another factor which significantly affected their employment opportunities was child care. If the women could not find affordable and dependable child care they could not keep steady employment. A third factor, which is often underestimated, is that the participants were highly motivated, they wanted to get off welfare and desired jobs with liveable wages. Their past employment efforts and participation in this program are significant indicators of these women's independence goals. While there were few outstanding differences between the two groups there are responses which indicate the unemployed group was more dependent on others for their success. For example, the employed group persisted longer than the unemployed group in trying to obtain jobs. The employed group held onto the jobs they obtained longer than did the unemployed group. Another example was the greater awareness of community and college services by the unemployed group. Such awareness indicates

an individual's success, it can also be dysfunctional when it indicates inhibition of independent achievement or perservance. Such individuals may require more intensive orientation to work and guidance toward engaging in more independent behaviors.

The women were greatly assisted by the NWEE program, a factor which also cannot be underestimated. The support services provided through the program clearly insured participation and program completion. Also, the job readiness training, and personalized counseling they received reinforced their motivation and prepared them to compete for jobs. It did not, however, insure better employment than they previously had. It also did not insure the kind of on-the-job training that results in the acquisition of a marketable skill. Whether this is simply a difficult objective to meet by employment program operators or a reflection of our economic times was undetermined by this study. It was demonstrated, however, that when disadvantaged women are provided the opportunity to acquire skills and they are provided support services they can and do improve their circumstances and achieve their goals of economic independence.

Results - Part II NWEE Participants Who Attended San Antonio College

In Part II of the questionnaire subjects were asked if part of their training had taken place at SAC or if they had ever been a student at the college. The subjects who had attended SAC were asked to respond to a series of questions. Of the two groups of subjects 23 of the employed subjects and 12 of the unemployed subjects had attended the college. They were first asked which program they had enrolled in.

Table 43. Program Enrolled in at San Antonio College By NWEE Participants

Program Area	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
Short term training	4	20	3	25
Long term training	5	25	3	25
General College Courses	3	15	3	25
Child Development Project	5	25	2	17
Other (GED)	3	15	1	8
	N = 20	100	N = 12	100
No Response Given	3			

The participants were asked what services they had used most frequently at the SAC campus. As can be seen in Table 44 there is some variance in the use of services, most likely a reflection of individual need.

Table 44. Services Used by NWEE Participants While Attending San Antonio College

Type of Service	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
Counseling	4	24	1	8
Women's Programs			3	25
Special Services				
Employment Assistance				
Tutoring	5	29	3	25
Child Care	1	5		
Library Services			3	25
Financial Aid	4	25	1	8
Other (Unknown)	3	18	1	8
	N = 17	100	N = 12	100
No Response Given	6			

Both groups indicated that they had used tutoring services, financial aid, and counseling most frequently. The subjects were asked if they knew as students, about all the services the college provided. As Table 45 indicates, many participants had not known about the services the college offers.

Table 45. Knowledge of SAC Student Services Other Than Those Used By NWEE Participants

	Employed		Unemployed	
Response	Number	Percent	Number	Percent
Yes	11	55	4	33
No	9	45	8	67
	N = 20	100	N = 12	100
No Response Given	3			

The subjects were asked if they felt the teachers as staff were interested in their success. The majority in both groups responded yes (68% of those employed and 67% of those unemployed). They were asked if they had requested assistance when needed and if the teachers were responsive to their needs. The majority responded yes in both cases.

The participants were also asked if they had ever felt discriminated against because they were minority students while they attended the college. Of the employed group, 100% responded that they had not, with six persons not responding. Of the unemployed group, 83% responded no, while two persons, 17%, responded they had experienced discrimination. They were also asked if they were ever discriminated against because of their sex. Of the employed group, 94% responded no, one person responded yes, and five people did not respond. Likewise, of those unemployed, 92% responded no, with one person responding they had had such an experience. The participants, for the most part, felt they were treated respectfully and as adults.

The subjects were asked if they felt comfortable asking questions in their classes. Seventy-eight percent of those employed responded yes, 17% responded no, and five did not respond. Of the unemployed group, 58% responded yes and 42% responded no. The results indicate there was some discomfort asking questions in the classroom.

The subjects were asked how important it would for some of their teachers to be female. The majority of both groups responded that it was not important, 81%, (17), of the employed group and 92% (11) of the unemployed group. Of both groups, five people said it was important to them to have female teachers.

The participants were asked how important it was for their teachers to have a similar ethnic background. Most participants in both groups responded that it was not important, including 80% (16) of the employed group and 67% (8) of the unemployed group. When asked if they had many minority instructors teaching their courses the employed participants, 50% (8) responded they did not, 4 persons (25%) responded they did, and 4 persons (25%) did not notice. Similarly, in the unemployed group, 25% (3) responded they did not, 4 persons (33%) did not notice.

The participants expressed little difficulty approaching teachers for assistance. They also responded that their performance in the classroom was not affected by the teacher's gender. The majority also responded that they were treated the same as other students in the classroom.

The subjects were asked if all the courses they took at SAC were relevant to employment. Most of the employed subjects felt they were, however, the unemployed subjects did not. One half of these participants felt the courses they took were unrelated to their employment.

Table 46. Did your Course Work Relate to your Employment

	Employed		Unemployed	
Response	Number	Percent	Number	Percent
Yes	16	89	6	50
No	2	11	6	50
	N = 18	100	N = 12	100
No Response Given	5			

In spite of this finding, the majority said that they would recommend SAC to a female friend in their situation, including 94% (17) of the employed subjects and 83% (10) of the unemployed subjects. In an effort to determine what problems resulted in these women dropping courses or dropping out of their programs, they were asked to indicate the reason for their leaving. As can be seen by Table 47 there is a highly individualized variance to the problems. The most frequent problem leading to drop out, though, was financial.

Table 47. Problems Leading NWEE Participants to Drop Out of Courses At SAC

	Employed		Unemployed	
Reason	Number	Percent	Number	Percent
Financial Problems	6	32	1	12
Child Care Problems	1	5	1	12
Health Problems	4	21	1	12
Family Problems	1	5	1	12
Studying Problems	2	11	1	12
Did not Understand the Material	1	5	1	12
Lost Interest			1	12
Other	4	21	1	12
	N = 19	100	N = 8	96
No Response Given	4		4	

The subjects were asked if they had discussed their problems with anyone before leaving the college. The majority responded they had not (59% of the employed group and 58% of the unemployed group). Only 41% of the employed group and 34% of the unemployed group had approached anyone for assistance. They were asked if they were referred to financial aid if they had financial problems. As can be seen by Table 48 there is a difference in the two groups. There also were fewer referrals than would be expected (55% of the employed and 27% of the unemployed groups).

Table 48. Frequency of Referral of MVFE Participants for Assistance to Financial Aid Officer

Response	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
Yes	11	55	3	27
No	9	45	8	73
	N = 20	100	N = 11	100
No Response Given	3		1	

The participants were asked if they were referred to counseling or special services if they had problems with their course work. The majority responded no, including 56% of the employed group and 67% of the unemployed group. Forty-four percent of the employed group were referred as was one person from the unemployed group. The remaining subjects did not respond. The finding indicates that many students were not referred when they should have been.

The subjects were asked if they had ever used the job placement services SAC provides its students. Seventy-one percent of the subjects responded no, 29% responded yes with six subjects failing to respond. Of the unemployed group, 73% responded they had not, 27% responded they had, and one person did not respond. Many of these women did not know that SAC offered such services.

The subjects were asked about their experience at the college. As Table 49 indicates the majority of subjects in the employed group 59% were satisfied with their experience. The unemployed group was divided in its response with 42% describing the experience as OK. Only four people were dissatisfied with the experience.

Table 49. Response to Experience Attending SAC by NWEE Participants

Response	Employed Number	Employed Percent	Unemployed Number	Unemployed Percent
Satisfied	10	59	5	42
Average (OK)	5	29	5	42
Disappointed	2	12	2	16
	N = 17	100	N = 12	100
No Response Given	6			

Discussion

The NWEE participants were questioned about their experience attending San Antonio College to identify factors which either promoted retention or which led to fall out. Almost half of the subjects had attended the college, enrolling in either short term training, long term courses, or general college courses. Some women received their GED through the college's assistance. Of particular interest is the group which enrolled in the NWEE - SAC Child Development Project. Special assistance was provided to these participants and they will be discussed in a subsequent section.

The primary services of the college used by all participants of this group were tutoring, financial aid, counseling, the Women's Program, and library services. There was some variance between the groups with only the unemployed group reporting use of the Women's Program, an unexpected response. However, this finding is consistent with the interpretation that the unemployed subjects may be more aware of support services due to greater dependency attitudes.

A significant factor was that many women indicated they did not know about all the services the college could have provided them. This was particularly true of the unemployed subjects who were the least informed. Very often disadvantaged women do not know that they

are eligible for financial aid-job placement assistance. According to anecdotal mation provided by the women, these subjects are not generally part of the informal social groups who form in classes or on the campus grounds. As such, they often miss information which might promote their making better use of the campus and the services available. Also, they are not likely to discuss their problems with a teacher or counselor. As a result, they often do not realize that solutions may be available through the cooperation of the college. Sensitive inquiry by teachers or staff might help to reduce drop out by disadvantaged women.

The women reported having a positive relationship with teachers and staff at the campus. They reported no discrimination on the basis of sex or race. They indicated that both teachers and staff were interested in their success as students and were helpful to the extent that students asked for assistance. One factor which may have been an indication of the students lack of socializing with others was their reported discomfort in asking questions in the classroom. A few women indicated that they felt different from the other students in their classes and felt stupid asking questions. Very often their anxiety kept them from asking anything either from the teachers or other students. In the learning situation it is important that the channels of communication remain open. Disadvantaged women often have personal inhibitions which block their obtaining the information either in the classroom or in situations such as obtaining financial aid or discussing personal problems which interfer with college work. A supportive atmosphere in the classroom and by staff is a key factor in reducing inhibitions and

promotes the students' growth. The result is that the student learns to make approaches which will facilitate her success.

Another interesting result was the students' reponses regarding the relatedness of the courses they took at the college to their employment. There was a significant difference in the participants' responses. The employed group indicated that the courses they took were clearly related to their subsequent employment. By contrast, the unemployed group split their responses to the question. One half of these subjects indicated no relatedness between the courses they took to employment. As previous literature indicates, it is crucial that the time women invest in studies leads to employable skills. Some of these women indicated they ran contrary to their experience. In spite of these mixed findings, the women reported they would recommend the college and its training opportunities to women in their situations.

The women preferred not to be identified as "drop outs" when they were questioned as to why they had not completed courses or programs they started at the college. Some of them indicated that their education was interrupted and that that interruption was temporary. There was variance in the reasons they gave for discontinuing their studies, however, the most frequently given reasons were financial problems, health, and studying problems. Most did not attempt to gain help from anyone at the college when they encountered problems which led to their discontinuing their studies. It appears that few efforts were initiated by teachers or staff to intercede in these women's problems, As a result, whether these students could have resolved their problems through assistance provided through the college and continued in their courses is not

acertainable.

Most of the subjects reponded they were satisfied with their experiences at the college, despite having had to drop courses or discontinue the program they had entered. Although the sample is small, one group, those in the child development program, provide more insight into the factors which facilitated the completion of programs and those which led to fall out.

Child Development Project

A special project was designed for NWEE participants entitled the Model Child Development Training Program. On paper,the program was very well organized; however, when it was implemented problems arose which led to the drop out of the majority of the original participants. For the participants who remained in the project, the program was very successful. This project will be discussed in terms of factors which led to the fall out of the majority of participants, as well as the factors which facilitated the success of the participants remaining in the program. The information in this section was provided by the participants who remained in the project, their counselors, and the administrators who were involved in the project.

The first problem most consistently mentioned was the original selection of participants. The selection were made by NWEE personnel in haste to start the project on schedule. As a result, the process through which the original participants were selected was not well organized nor did it provide an adequate screening of the participants. Consequently there was a wide variance in the characteristics of the participants and the abilities they brought to the learning environment.

The second factor, particularly stressed by the remaining participants was the initial shock of taking seventeen hours of classes, participating in work study, and managing their families and home life. In addition to juggling these three areas of their lives, many of the participants were not prepared academically and required additional attention and support which was not always available, particularly at the projects' start.

Another factor, which was totally unanticipated and a result of the selection of participants, was their inappropriate behavior in the classroom. Some of the participants did not know how to engage in socially functional classroom behavior. This led to classroom disruptions and difficulty for the teacher who attempted to assist these students. Some participants did not understand what was expected of them socially or academically.

Finally, the remaining participants indicated that the greatest motivating factor for some of the participants was the stipend which was given to all participants. For many women, their participation was not matched with a commitment to learning and acquiring the training which was made available to them through the college.

While a majority of the original group did drop out, the remaining participants were successful and provide insight into what contributed to their success.

Two significant factors facilitated the success of these women. The first factor was the motivation and commitment by these women to complete the training opportunity they were offered. They indicated that this project provided them a real opportunity to improve their employability, reduce their dependency on welfare, and allow them

the means through which they could provide for their families. They were determined to complete the training. The second factor was a counselor, who was assigned to the women, who understood the motivation and determination of the women, as well as their academic and social limitations. She also understood the expectations and academic requirements of the college. The counselor provided both academic and personal counseling. She was also readily available for tutoring and interceding when problems arose which the participants did not know now to handle. The counselor's reports on number of hours provided to these students indicate a decrease in contact hours as the semesters progressed. This indicates that the participants became more independent and successful in completing tasks and solving problems. The support, positive reinforcement, and tutoring they received through the counselor resulted in their growth in academic ability and self-confidence. It also resulted in their remaining in the project and completing their training.

In discussions with the women who remained in the project, they cite four factors which made their success possible: (1) their own determination, (2) the counselor who provided academic and personal counseling, tutoring, and helped them to learn to solve problems, (3) support and encouragement from their families, and (4) the peer support they provided each other.

These participants indicated that finances were their greatest problem area. They encountered financial problems both in meeting tuition and, particularly, in the hidden costs of classes. Very often they would pay tuition and buy books only to discover a ten dollar fee for supplies for a required art course or eight dollars

for a Red Cross course which was part of a health course. For these (financially disadvantaged) women, eight or ten dollars is not readily available. Other problem areas were readily reduced through the assistance of the counselor, and child care was arranged through the project.

The success of these participants indicates that with support services and individualized attention disadvantaged women benefit greatly from such projects as the NWEE Child Development Project. These women, who will be completing their training, have gone from dependency on AFDC to employable child development workers. The fall out of the other participants indicates that the college should be more involved in the selection of disadvantaged students to insure a higher rate of successful completion. Selection not determined by academic standard but by behavioral means.

The support services which were provided to the remaining child development participants clearly facilitated the completion of their training.

Summary

The participants of this study provided an understanding of the factors which facilitate and inhibit their achieving education and employment goals. The variance in responses was attributed to the participants being sampled from within a two year time period. In summary, there was a high degree of consistency among participants responses to questions particularly regarding their goals and what helped or hindered their achieving those goals.

Study III

As was previously indicated in the introduction of the procedure section, the population of this project was enlarged to include low-income, head of household, women who are San Antonio College students and participants of the Bexar County Women's Center Displaced Homemakers Program. Also, included were participants from the Homemakers Re-entry to Education and Employment and Workshops for Women In Transition. In addition to the disadvantaged women from the NWEE Program, these additional groups were also in a position to provide insight and information as to which factors facilitate or inhibit their education and employment goals. Their responses to the questionnaire and any additional information they provide will be discussed as follows: Group I, Women who are San Antonio College students; Group II, Displaced Homemakers from the Bexar Country Women's Center Job Readiness Training Program, and Group III, Women from San Antonio College, Homemakers Education and Employment, and WOW Wider Opportunities for Women.

Group I: Low Income Head of Household Women who are San Antonio College Students

Subjects

The twenty-six subjects who agreed to participate in this study were contacted through the cooperation of the San Antonio College financial aid office. A letter was sent notifying potential subjects (i.e. those students who met the criteria of having received a maximum Basic Education Opportunity Grant for the previous semesters of 1980-1982.) Additional subjects, participating in another study being conducted at the SAC campus, were asked to participate. They also fulfilled the above criteria. All participation was voluntary.

Apparatus

The questionnaire used for the NWEE population was also used for this group. Questions which were not relevant to this population were deleted.

Interviewers

Three interviewers, previously trained, conducted the twenty-six interviews. An effort was made to match the subjects' and interviewers' ethnicity.

Procedure

Interviews were conducted at the subject's choice of location and convenience. The interview usually took forty-five minutes or longer.

Analysis

A computer program was written for a frequency distribution which provided the analysis of the closed-end data. A content analysis was done of open-end questions.

Results

The women who contributed to this part of the study were identified by their having received a maximum BEOG. The criteria which made them eligible to receive this grant also would define them as being disadvantaged. It is important to note that this group of women initiated their own contacts with the college and have been provided no assistance other than what the typical student at the college receives. The ethnicity of this group can be seen in Table 1. As can be seen, the majority of the subjects in this group were Hispanic women.

Table 1. Student Population Characteristics

Ethnicity	Number	Percent
Black	3	12
Hispanic	18	69
Anglo	5	19
	N = 26	N = 100

The majority of this group were also within a 17 to 26 year age range as seen in Table 2. The oldest subjects were in their early forties.

Table 2. Population Characteristic - Age

Years	Number	Percent
17 - 21	15	57
22 - 26	3	12
27 - 31	2	7
32 - 36	3	12
37 - 41	3	12
	N = 26	

The majority of participants had high school diplomas as can be seen in Table 3. In addition, one of the participants had completed her college education.

Table 3. Population Characteristics - Education Level Completed

Years	Number	Percent
1 - 6	2	8
7 - 9	1	4
10 - 12	0	
High School Graduate	13	50
Obtained a GED	3	12
College	7	26
	N = 26	100

The majority of participants, seen in Table 4, were also single, having never been married, or were single and had been divorced. Only one subject was married.

Table 4. Population Characteristics - Marital Status

Status	Number	Percent
Single - never married	14	53
Divorced	9	34
Separated	2	7
Married	1	3
Widowed	1	3
	N = 26	100

The majority of these subjects were not head of household as can be seen in Table 5. Many of the women lived with relatives who assumed that role. While the majority lived with relatives, close to half did not.

Table 5. Population Characteristics - Head of Household

Response	Number	Percent
Yes	12	46
No	14	54
	N = 26	100

The number of persons in the household can be seen in Table 6. It indicates that the majority of participants lived with at least three other persons.

Table 6. Population Characteristics - Number of Persons in the Household

Persons	Number	Persons
1 - 3	8	31
4 - 6	13	50
7 - 9	5	19
	N = 26	100

The number of children living with the student can be seen in Table 7. As this table indicates, the majority of participants had no children. Of the participants who had children, the majority had one child at home.

Table 7. Population Characteristics - Children Living at Home

Children	Number	Percent
0	15	58
1	6	23
2	2	8
3	2	8
4	1	3
	N = 26	100

The subjects' primary source of income can be seen in Table 8. There was a wide distribution among the subjects' source of income with most subjects relying on their BEOG for support and employment which supplemented the BEOG. Two subjects were receiving AFDC at the time of their college work.

Table 8. Population Characteristics - Primary Source of Income While in College

Source	Number	Percent
AFDC	2	8
Alimony	2	8
BEOG	9	34
Part-time Job	4	15
Full-time Job	6	23
Spouse	1	4
Other*	2	8
	N = 26	100

*(1) Texas Rehabilitation Grant, (1) Unknown Source

The majority of subjects had low incomes, under four hundred dollars per month. The subjects who had levels of income higher than eight hundred dollars per month were dependent on parents, spouses or outside sources for that income.

Table 9. Population Characteristics - Level of Income While Attending College

Amount Monthly	Number	Percent
$0 - 100	7	27
$200 - 399	6	23
$400 - 599	2	8
$600 - 799	4	15
$800 - 1,000*	5	19
Other (Unknown)	2	8
	N =26	100

*Parents (2) Spouse, Texas Rehabilitation Grant, Employment

The two subjects who were receiving AFDC had received it for one to three years. Sources at the college campus estimate that there may be as many as four hundred women who receive AFDC and are presently attempting to attend college. These women, at present, receive no special attention or support that would faciiitate their efforts to acquire skills through education. The majority of subjects in this study, however, had little experience with public support agencies. In addition, the majority, 96%, indicated they had no handicaps, mental or physical, that would inhibit their attending classes at the college or doing well in courses.

The subjects were asked about their work experience and any previous efforts they had made to attend any educational institution. Of the subjects, 77% had previously held jobs, while 19% had no prior work experience. One subject did not respond to the question. The subjects who had worked were asked if they had sought assistance

from community agencies to help them seek employment. Eleven women responded they had sought such assistance. From the community agencies, two women sought information about jobs, two sought job placement assistance, one obtained a GED, three attended job training, and three women responded other and did not indicate why they had gone to the agency. Of this group, only five women reported that they had been assisted to their satisfaction. When the subjects were asked about attending educational institutions other than SAC for training for employment, six women indicated that they had such experience. These six women also indicated that they had completed the training. Prior to coming to SAC, this group of women had both been employed and a few had already completed an educational experience. Some of the women had also sought employment assistance from community resources. The subjects were then asked about their experience at the SAC campus.

All participants were asked which program they were enrolled in at the college. Table 10 indicates that most subjects were enrolled in General College Courses.

Table 10. Programs Participants Enrolled in at San Antonio College

Courses	Number	Percent
Short-Term Training	3	11
Long-Term Training	8	31
General College Courses	15	58
	N = 26	100

Nineteen of these subjects identified the program area they enrolled in. The majority were enrolled in either computer sciences or some form of business related study as can be seen in Table 11. They indicated that employment opportunities are better in these areas.

Table 11. Programs Enrolled in at San Antonio College by Subjects

Programs	Number	Percent
Computer Science	5	26
Data Processing	5	26
Business Technology	3	16
Business Administration	2	11
Mid-Management	1	5
Journalism	1	5
Nursing	2	11
	N = 19	100

The participants were asked about the services and programs offered to students attending SAC. Table 12 indicates the services used. As the table indicates, the most frequently used services were financial aid and library services.

Table 12. Services Used by Study Participants While Attending San Antonio College

Service or Program	Number	Cumulative Percent
Counseling	12	46
Women's Programs	1	4
Special Services	2	8
Job Placement	7	27
Tutoring	7	27
Child Care Center	4	15
Library Service	13	50
Financial Aid	23	88
	N = 26	

The women were asked to identify which services were most helpful and which were least helpful. Their responses can be seen in Table 13. The subjects were also asked if they had known about all the services available to students. Many responded they did not. Eleven women indicated that they did not know about the Woman's Program or what services they offered to students. Other services which the women indicated they were not aware of were the special services (5), the child care center (4), and one person indicated that they did not know the college offered job placement assistance.

One half of the respondents (50%) indicated that they knew about most of the services offered to students at the SAC campus.

Table 13. Most Helpful and Least Helpful Service Identified by Subjects Attending SAC

Service or Program	Most Helpful No.	Least Helpful No.
Counseling	3	5
Women's Programs		1
Special Services		1
Job Placement	1	2
Tutoring	4	1
Child Care Center	1	3
Library Service	4	2
Financial Aid	19	1
	N = 26	16
No Response Given		10

The subjects were asked about their teachers and staff at the campus. The majority of participants, 73%, indicated that they felt that the teachers and staff were interested in their success. Some students felt they were not interested, 19%, and 8% did not respond.

The subjects were asked if they approached teachers for assistance with course work if they needed help. Fifty-seven percent asked for help while 26% asked for assistance some of the time. Fifteen percent of the subjects asked for no assistance. In response to their requests for assistance, 69% of the subjects indicated that teachers were helpful some of the time. One person did not respond. In addition to asking for assistance with course work, subjects were asked if they were comfortable asking questions in the classroom. The majority, 69%, indicated they were comfortable asking questions, and 15% indicated they were comfortable some of the time. Some women, 15%, were not at all comfortable asking questions in class.

In an effort to determine how the students felt they were perceived by the teachers and staff at the campus, they were asked

if they felt they were treated as adults. The majority of subjects, 96%, indicated that they were treated respectfully. They were also asked if they were ever discriminated against. The subjects responded that they were not discriminated against either as a minority, 96%, or as a female, 100%.

The subjects were asked if they preferred some of their teachers to be females. The majority, 58%, responded that the gender of the teacher was unimportant while 23% indicated that it was important to them. The remaining subjects did not care. The majority of subjects, 96%, indicated that the gender of the teacher did not affect their asking for assistance. Eighty percent also indicated that the teachers' gender did not affect their performance in the classroom. Three persons, however, indicated that they performed better in a female instructor's classroom.

The subjects were also asked how important it was that their teachers have similar ethnic backgrounds to their own. Of the subjects who responded, 69% indicated that it was not important at all, 19% did not care, and 12% indicated that it was important to them. The women were asked if they had had minority teachers for their classes at SAC. The majority, 36%, indicated they had not noticed while 15% said they had had classes with minority instructors. One person said she had had no classes with minority instructors.

The students were asked if they were ever treated differently than other students in the classroom. All of the subjects, 100%, indicated that they were treated the same as the other students.

The participants were asked about the relatedness of the courses they took at SAC to employment. Sixty-two percent of the participants

indicated that they found their courses related to their employment. Thirty-one percent of the subjects indicated they took courses which had nothing to do with their employment and 7% did not respond.

The women who participated in this study were asked if they would recommend SAC to a female friend. Of all the respondents, 88% indicated they would encourage other females to attend the college while 11% would not.

In an effort to determine what factors led to the subjects dropping out of school, the subjects were asked to indicate what had led to their fall out. It should be noted that of these subjects two persons indicated that they had never dropped out but had encountered problems trying to stay in school. The remaining subjects indicated that they did not consider themselves "drop outs" but rather interpreted their leaving college as intermittant due to a variety of problems. They reported that they needed a degree to get a job and that was their goal. Most of the subjects anticipated returning to college. As Table 14A indicates, the subjects had a variety of problems. The women, as can be seen in Table 14A, reported their primary problems were financial, 41%, and studying, 13%. The variance in the remaining problems reflects individual differences. In responding to this question, many subjects reported more than one problem contributed to their withdrawal from their studies. The cumulative factors which the women identified can be seen in Table 14B. This table is consistant with Table 14A, as financial and studying problems are the most commonly reported problems. There is, however, an increase in the number of persons who indicated that they lost interest in the courses they were taking and a

Table 14A. Primary Reasons Given by Participants for their dropping out of classes at San Antonio College

Reasons	Primary Reasons	Percentage
Financial Problems	9	41
Child Care Problems	1	5
Transportation Problems		
Health Problems		
Family Problems	2	9
Studying Problems	3	13
Did not understand the course material	2	9
Lost interest, it was not what I wanted	2	9
Other	1	5
Never dropped out	2	9
	N = 22	100
No Response Given	4	

Table 14B. Cumulative Problems Resulting in Fallout by San Antonio College Study Participants

Reasons	Number	Cumulative Percent
Financial Problems	9	41
Child Care Problems	3	13
Transportation Problems	2	9
Family Problems	3	13
Studying Problems	5	23
Did not understand the course material	4	18
Lost interest, it was not what wanted	5	23
Other (Unknown)	3	13
Never dropped out	2	9
	N = 22	
No Response Given	4	

higher percentage of persons did not understand the course material. The remaining distribution reflects as in Table 14A individual differences. As many women indicated, it is usually a combination of problems which leads to their falling out of educational institutions. There are few problems on these tables which could not have been resolved by a competent and resourceful counseling system. An

additional insight was provided by some subjects who indicated they did not seek help because they felt it was "every man for himself". They often said they did not feel accepted or that they were "different" than other students. One woman said this was her third attempt to complete her chosen study. She had come the first time shortly after her divorce seeking an education which would result in employment through which she could provide for herself and her child. She never made it through the first semester because she perceived herself to be the "only divorced woman" she knew on campus. Attitudes and feelings of "not belonging" or "having to independently solve all my problems by myself" function as inhibitors for women. Often such attitudes and feelings prevent women from seeking the guidance or assistance they need. This problem of reaching out for help was addressed by one young woman who is on AFDC. She informed the interviewer that she "really felt out of place" at the college and that she "kept alot to herself". As such, when she encountered a financial problem, she did not know or find out that she was eligible for summer funds which would solve her financial problem. A financial aid office worker heard about her problem and approached her with a few alternatives. Fortunately, for this subject, one of those alternatives solved her problem. This subject anticipates graduating soon with a highly marketable degree. It is unlikely she will ever be receiving welfare again. She indicated that she knew of many other women who are in a situation similar to her's, receiving welfare and trying to go to school. The subject clearly left the impression that these women do not know about the assistance and supports the college provides students, or that there are people on

campus who can help them find alternatives and solutions to their problems.

In an effort to determine how many of the women sought help when they encountered problems, the subjects were asked if they had approached anyone for assistance. Many of the participants, 46%, did not respond. Of the participants who responded to the question, 27% indicated they asked for no assistance, and 27% did ask for help. The subjects in financial need were asked if anyone had referred them to the office of financial aid. Fifty four percent of the subjects indicated that they had been referred to financial aid for assistance. Thirty one percent of the subjects said they were not referred for financial assistance. Fifteen percent of these subjects did not respond. The subjects were also asked if they were ever referred to the counseling center or special services for problems they were having with their classes. Sixty-five percent of the participants responded that they were not referred for assistance. Only 27% of the subjects indicated they were ever referred for assistance, and 8% of the women did not respond. Any assistance given to these women appears to be highly individual.

In an effort to offset financial problems, students often seek part and full-time employment. The participants of this study were asked if they had ever sought assistance from the Job Placement Office. Of the subjects who responded, 65% indicated they had never used the job placement services, and 35% responded they had used the services. Some of the subjects who had never used the service indicated that they did not know the college offered job placement services.

The subjects were asked how they felt about their experience at the college. Fifteen percent of the subjects were disappointed with the college. However, 15% indicated it was OK, and 31% were satisfied. Thirty nine percent of the participants responded they were very satisfied. The results indicate that the majority of subjects were satisfied with the school, however, had not been successful in achieving their career goals at the time of this study.

These participants were asked a few openended questions regarding the problems they encountered while attending the college. Financial assistance and motivation were the predominate responses to what was needed to attend college. When the subjects were asked to describe "success", they responded, "to complete their goals", and "being independent." They stated that the primary characteristics women needed to become employed were training, experience, and motivation. They also responded that to become successful they needed selfconfidence. The subjects were asked what recommendations they would make to administrators to improve the college for other women. Several recommendations were made. The most consistant were summarized as follows:

1) Provide women with an outreach program to provide a ventilation of problems. This would aid women to realize they are not alone in their situation, as well as offer them a helping hand and encouragement.

2) Provide better information about services available to women, such as financial aid, the women's programs, and child care.

3) Provide better ways to encourage women to become involved in campus affairs.

4) Provide classes at night, and develop a program for women who are head of household and have to work during the day.

Discussion

The participants of this study provide valuable insight into the factors which have affected their educational plans. As a group, they are disadvantaged women who are attempting to complete educations which will lead to stable employment. Part of this group were single and part were women, divorced or separated, with children. These subjects indicated the groups had their own unique problems, as well as problems in common. Most importantly, they indicated that a cumulation of factors interrupted their education leading to their dropping out of school. These factors were identified within the educational organization and in the individual's social structure. Before addressing these factors, it is important to discuss the positive factors with which these women entered the institution.

These subjects had several favorable factors. The majority had completed high school. Many had previous experiences with educational programs and had been employed. The group appeared to have a mature approach to the labor market, as they were seeking to acquire degrees which resulted in marketable skills. The women who had families to support stressed the need for such skills. They indicated that without marketable skills they would be limited to low wages or AFDC (welfare). Their career choices reflect stable employment as a goal, as most of them had chosen studies in some area of business and technology. In addition to positive personal attitudes, these subjects appeared to have supportive families.

Many of the subjects were living with relatives while attending school. Several subjects were also employed part or full time in an effort to meet their financial responsibilities. Generally, these subjects appeared to have labor market awareness, supportive families, and a willingness to work to offset financial burdens. Inspite of their desire to acquire an education and skills, many of these subjects dropped out of their studies. It is important to note that these women maturely assumed the responsibility for their choice to drop out. They could have assigned the responsibility elsewhere.

As a group, they responded positively to teachers and staff of the college. In an age of feminism and cultural awareness, these women indicated little need for teachers of the same sex or ethnicity. While many subjects indicated they did not "feel accepted", they also indicated that they were treated respectfully by teachers and staff. These subjects appeared to believe that teachers and staff were interested in their success.

An examination of the results indicate that several factors contributed to their fall out from college. Also, many subjects indicated they encountered more than one problem which led to their choosing to leave school. The first problem to be discussed is financial.

Almost one half of the subjects encountered financial problems. It is interesting to note that almost all the participants had used the financial aid services. In addition, many indicated it was one of the most helpful services. Inspite of these positive indicators, many women cited financial problems as their primary difficulty.

This finding is consistent with the literature. Disadvantaged women, particularly women who are head of household and responsible for their families, frequently encounter financial difficulties while attending school. Financial difficulties arise from stretching funds to meet tuition, books, fees, and meeting the hidden and unexpected costs of education, such as unexpected but required fees for courses, books, and supplies. In addition to these costs, they must also pay living expenses, and for the women who head families, child care costs. There are also unexpected costs such as automobile breakdowns and medical emergencies. Very often the management and planning to provide for these expenses can be overwhelming, especially if the individual has never organized or planned a budget which includes education costs. The financial problems which were encountered by many of these women might have been resolved through intervention at the point they entered the college. In addition to assisting the student apply for and obtain financial assistance, the student could have also, voluntarily, drawn up a financial plan with a financial aid worker which would have addressed both education and personal living expenses, including child care and transportation. Such a plan would permit realistic preparation for expenses and contribute to the student's awareness that the institution and the people who operate it are committed to her success. In addition, to being an expression of commitment, such increased involvement with the student provides the institution with more direct information and feed back regarding the nature of this group's financial problems, including the problems of child care and transportation. This information can contribute to identifying

the extent of needed assistance and the generation of solutions, both which help to insure completion of education goals. While resource problems present a major problem area for these women, the need for a competent personal and academic counseling system presents another:

The second major area of problems which lead these students to drop out included studying problems, lost interest, and dissatisfaction with the program they were in. Closely related and the next most frequently identified problem was failure to understand the course material. These are not problems which should result in students dropping out of school. Studying problems can be addressed through time management, tutoring and developmental studies. These solutions are also applicable to the failure to understand course material. Discovering that a chosen course of study is not what the student wants is not uncommon, particularly among women who have little preparation in which to choose a suitable career. All three of these problem areas are indicative of counseling and guidance problems. Disadvantaged women who are trying to acquire skills, particularly with which to support a family, need competent assessment counselors who can identify the learning and social strengths and weaknesses each women brings to her learning situation. In addition, to the learning assessment, competent career development counseling for these women would help to insure the identification of a satisfactory career choice.

Family problems was a third area identified by these students as leading to fall out. These problems all raise the question as to why these subjects chose to drop out as the only alternative to

their problems. These participants may have been victims of the "revolving door" of education. They entered the institution with potential and hope, yet they encountered a system which was not prepared to deal with their problems. The results of this study indicate that any assistance provided to these women, beyond that of the assistance provided to the typical student, was highly random and individual rather than a specifically concerted effort by the institution to keep these women in school.

One factor which contributes to fall out may well be their lack of awareness of services on campus which might have helped them to find other solutions. For example, very few of these subjects were aware of the college's Woman's Program which provides a variety of services to women. Another example is the Special Services Department. This unit is especially sensitive to the needs of the disadvantaged student, yet, few students were aware of its presence or had ever used it. The lack of awareness of the job placement services is another example. Such lack of awareness is also an indication that these subjects are not typical students who readily socialize with other students. The "campus grapevine" is a source of information and of problem solutions for the typical college student. As many of these subjects indicated, they feel "different", "that its everyone for themself", and not "accepted". This may inhibit accessibility to grapevine information or approaching others for help when problems arise.

The problems disadvantaged women face while attempting to obtain skills through education are found both within the institution, which has not yet recognized this growing populations needs,

and within the women, who brings both assets and deficits to the learning situation opportunity.

This sample of students is small. As such, it limits generalization to the entire population of disadvantaged women attending the college campus. The results, however, are consistent with literature regarding this population. Further examination of these women on the campus would be fruitful. If open door policies are to become more than revolving doors for disadvantaged women a discriminant assessment of this populations needs is necessary. The growing need for women to acquire marketable skills, particularly those who are the main provider for families, must be matched by institutions which are committed to acknowledging this group and their academic and support services needs.

Summary

Disadvantaged women, particularly those who are heads of household, need recognition and assistance to achieve education goals. Critical areas for these women are: a thoroughly developed financial aid package, a support system attune to the special problems of this group, and a competent career and guidance counseling system which address both the future employment needs and learning and social deficits and assets of this group. Community college's open door policies which are based upon such systems ensure the success of disadvantaged students.

Group II: Displaced Home Makers Participants from the Bexar County Woman's Center

The Bexar County Woman's Center provides a variety of services to women. It is especially sensitive to the employment needs of displaced homemakers. One service they provide is a Job Readiness Program for low-income, head of household women. The program includes assertiveness training, self-confidence building, competing for employment, and career development. The center also provides job placement assistance and post-program follow-up.

Subjects

The nineteen subjects who agreed to participate in this study were contacted through a master list made of 80 subjects who had attended the center in 1980 and 1981. Many subjects had moved and were not available to participate. Due to the limitations of time and difficulties in contacting subjects the sample was limited to the first twenty successfully completed interviews. Nineteen interviews were successfully conducted.

Apparatus

The questionnaire used for the NWEE population was also used for these participants.

Two interviewers, previously trained to conduct the NWEE interviews, conducted the interviews. An effort was made to match the subject's and interviewer's ethnicity.

Procedure

Interviews were conducted at the subject's choice of location and convenience. The interview usually lasted one hour.

Analysis

A computer program provided a frequency distribution used to analyze the closed-end data. A content analysis was done of the open-end questions.

Results

The women who participatd in this study were identified by their having been eligible to participate in the job readiness training at the Bexar County Woman's Center. The criteria were that they be displaced homemakers, either separated, divorced, or widowed, low-income, and head of household, unless living with relatives. The women who participated in this study fullfilled these criteria.

The ethnicity of these subjects can be seen in Table 1. As the table indicates, the majority of these participants are minority females, predominately Hispanic.

Table 1. Personal Characteristic BCWC Participants: Ethnicity

Ethnicity	Number	Percent
Anglo	1	5
Black	2	11
Hispanic	16	85
	N = 19	100

The ethnic distribution is characteristic of the population served by the center. The age distribution of the participants is given in Table 2. These subjects ranged in ages from 30 to 60 years.

Table 2. Personal Characteristics BCWC Participants: Age

Age	Number	Percent
30-34	2	11
35-39	5	26
40-44	5	26
45-49	2	11
50-54	3	15
55-60	2	11
	N = 19	100

The majority of these subjects were middle aged and older women. Their years of completed education are indicated in Table 3. Fifty-two percent of these subjects had nine years or less of a completed education. Only 32% had completed high school or obtained a GED certificate.

Table 3. Personal Characteristics BCWC Participants: Education

Years	Number	Percent
1-6	5	26
7-9	5	26
10-12	1	5
High School Graduate	3	16
Obtained GED	3	16
College	1	5
Vocational Training	1	5
	N = 19	100

Table 4 gives the subject's marital status. As can be seen, the majority of subjects were separated or divorced.

Table 4. Personal Characteristics BCWC Participants: Marital Status

Status	Number	Percent
Single, Separated	8	42
Divorced	9	47
Widowed	2	11
	N = 19	100

In addition, the majority were also head of household, 89%; two subjects, 11%, lived with their parents. The number of persons in the participant's households are given in Table 5.

Table 5. Personal Characteristics BCWC Participants: Number of Persons Living in Household

Number in Household	Number	Percent
1-3	8	42
4-6	8	42
7-9	3	16
	N = 19	100

The number of children in the households is provided in Table 6. The majority of households had one to three children.

Table 6. Personal Characteristics BCWC Participants: Number of Children Living at Home

Number of Children	Number	Percent
0	3	16
1-3	10	53
4-6	5	26
7-9	1	5
	N = 19	100

The primary source of the participants' income is given in Table 7. As can be seen, the majority of these subjects relied on alimony or AFDC for their income.

Table 7. Personal Characteristics BCWC Participants: Primary Source of Income

Income Source	Number	Percent
AFDC	5	26
Alimony	8	42
Part-Time Job	1	5
Other*	4	21
No Income	1	5
	N = 19	100

*Other, three women relied on relatives for their income, one subject's income source unknown

The different income levels are presented below.

Table 8. Personal Characteristics BCWC Participants: Level of Incomes

Monthly Income Levels	Number	Percent
$0 - $199	6	31
$200 - $299	11	58
$300 - $399	2	11
	N = 19	100

Fifty-eight percent of the subjects had a monthly income of two to hundred to three hundred dollars per month. Of the subjects who received AFDC, two responded that they had received it for less than six months; the remaining subjects in this group did not respond.

The participants were asked if they had had any health problems which would interfere with work or attending school. Eleven percent indicated they had had problems; one woman had a speech problem and a second individual had a hearing problem.

The subjects were asked about their work experiences and previous attempts to obtain employment assistance. The majority, 74%, responded that they had never been employed and 26% indicated they had had some employment experience. When asked if they had ever gone to another agency for employment assistance, 79% indicated they had never requested such assistance before coming to the BCWC. One subject, 7%, indicated she had gone to another agency and three women did not respond. The subject who had gone to another agency had hoped to get a job.

The subjects were asked what their primary objective was in coming to the Bexar County Woman's Center. The participants indi-

cated more than one reason for coming to the center. The primary and cumulative reasons are presented in Table 9.

Table 9. BCWC Participants Objectives in Attending the Job Readiness Program

Objective	Primary	Percent	Cumulative	Percent
To obtain training for job skills	8	42	9	47
To improve existing job skills			2	10
Job placement assistance money	3	16	7	37
Improve self-confidence	3	16	7	37
Seeking alternatives to my life	2	11	5	26
Job readiness training	2	11	3	16
To get off AFDC				
Other				
No Response Given	1	5	1	5
	N = 19	100	N = 19	100

The majority of subjects were seeking training to obtain skills, job placement assistance, and improving their self-confidence.

The subjects were asked the length of the program they had attended. The majority, 68%, responded they were in the program for three weeks. The remaining subjects, 32%, responsed from four to six weeks. All of the subjects, 100%, completed the job readiness program.

To determine the extent of services provided, were asked about the program they attended and about testing they had received. Fifty-eight percent indicated they had not been tested for job skills; 37% responded they had been tested, and 5% did not respond. A majority of subjects, 95%, indicated they were counseled about their job interest. One subject did not respond. A significant number of subjects, 59%, were assisted in obtaining a GED. The

entire group responded that they had attended the job readiness classes. Ninety-five percent also indicated they were shown how to fill out employment applications and tutored in taking employment tests; one women did not recall participating.

The program provides classes which focus on building self-confidence, motivation, and assertiveness as well provide counseling for personal and employment problems. The subjects were questioned about their participation in these classes. All of the subjects responded that they had participated. The entire group also indicated they had been individually counseled regarding personal and employment problems. In addition, 100% recalled improved communication through participation in groups. Another aspect of employment readiness provided to these subjects was dressing for the job. Ninety five percent of the subjects recalled this aspect of the program, one subject did not.

Another area of the job readiness program involves employment conflicts, planning upward mobility, and returning to school for more training. All of the subjects, 100%, recalled participating in training to handle job conflicts or problems, as well as planning upward mobility. Eight-nine percent of the subjects recalled participating in discussions regarding returning to school for training. Two subjects did not recall such discussions.

In an effort to ensure program participation and completion, support services are provided to the participants. The subjects were asked if they were assisted with child care. Eleven percent received assistance, 68% required none, and four subjects did not respond. Only one subject had children who were not of school age

or older. This limited the need for child care for this group.

Transportation creates a problem for many subjects who attend the center. Forty-two percent of these participants were provided transportation assistance, 53% did not require assistance, and one subject did not respond. All the subjects 100% were provided stipends or financial assistance while attending the program. The subjects were also asked if they received job search and placement assistance. Eighty-nine percent of the subjects indicated they had, while two subjects did not. One was unsure about returning to work and the other subject wanted to attend college before becoming employed. Following completion of the job-readiness training follow-up was provided by the program workers. Ninety-five percent of the participants indicated that they had received follow-up following program completion. One subject did not recall post-program follow-up.

The participants were asked about their responses to the program and what support, if any, they received from family and friends. The majority, 89%, did not find it stressful nor did they have trouble concentrating. Two subjects, however, did experience stress, as did two subjects who reported they had trouble concentrating on the material. One subject found she had occasional trouble concentrating. The majority of subjects, 89%, indicated that their families and friends were very supportative. Two women indicated they did not receive family support.

In addition to questions regarding the services they received through the center, the subjects were asked about the length of the program. Sixty-eight percent of the subjects indicated the program

had been long enough to fulfill their needs. Twenty-six percent, however, indicated they felt it had not been long enough. One subject did not respond.

The subjects were also questioned concerning the stipend they had received. The majority of subjects, 63%, indicated that lack of money was not a problem. Twenty seven percent indicated that they felt the stipend should be increased. One subject did not respond.

The subjects were asked about the type of employment they were seeking. The majority of women, 84%, indicated they were seeking traditional work. Another 16% were interested in non-traditional jobs. This was followed by a question concerning the problems they may have encountered while seeking employment. For a majority of subject, 84%, transportation was not a problem while seeking employment. Sixteen percent, however, did have transportation problems. The participants were also asked if they had encountered problems with public assistance benefits. Sixty-eight percent of the subjects did not respond to the question regarding Medicare or Medicade benefits. Twenty-six percent indicated their medical assistance was not affected. One person did not respond.

Food stamps was another subject of which the participants were queried. Forty-seven percent of the subjects did not respond to this question. Twenty-one percent responded that their employment had affected their eligibility for receiving food stamps. Another 32% indicated that their receiving food stamps had not been affected.

The subjects were asked if they had sufficient clothing for the employment they were seeking. The majority of women, 84%, indicated that clothing was not a problem. Two subjects indicated

that lack of sufficient clothing had affected their seeking employment. One subject did not respond to the question.

The subjects were then asked to identify primary and secondary problems they had encountered while seeking employment. The subjects' responses are below.

Table 10. Identification of Primary and Cumulative Problems Encountered by BCWC Study Participants While Seeking Employment

Problem Areas	Primary	Percent	Cumulative	Percent
Child Care	3	17	3	17
Financial	2	11	8	44
Transportation	2	11	4	22
Family Health	1	5	1	5
Lack of Skills	6	33	12	66
Lack of Information about Jobs	3	17	7	38
Lack of Self-Confidence	1	5	7	38
Other				
	N = 18	100	N = 18	
No Response Given	1		1	

As indicated in Table 11, this group of subjects encountered multiple problems while seeking employment. The most consistantly encountered problem was a lack of skills. Two-thirds of the women reported this as a problem.

The subjects were asked to identify which part of the program was most helpful to women seeking employment. The majority of subjects, 47%, indicated that the most helpful had been the assertiveness training and classes to build self-confidence. The second and third areas most consistantly identified were career development and guidance counseling, 21%, and job placement assistance, 16%. The subjects were asked if all parts of the program had been helpful to employment. The majority, 90%, responded that all parts of the

program had been helpful. One person indicated they had not been and one subject did not respond:

At the time of this study, 63% of the subjects were employed and 37% were not. When asked how soon following the program's completion they had become employed, the majority, 42%, responded that they had become employed within a month. Twenty-one percent became employed from one to three months following program completion and another 16% in the forth to sixth month. The remainder became employed with the next six months.

This was followed with a question asking each subject how many jobs he had had since leaving the program. Eleven, or 58% of the subjects had had one job. Twenty-one percent of the subjects had had two jobs, and one subject had had three jobs. Sixteen percent did not respond. The subjects were asked if they found their work interesting. Sixty-three percent responded affirmatively. One subject indicated she did not like her work, and 32% did not respond.

The subjects' present level of income was determined. Their responses are given below in Table 11. The majority, 58% of the women employed, were earning incomes between five hundred and seven hundred dollars.

Table 11. BCWC Participants Present Monthly Income

Income Level	Number	Percent
$0 - $299	1	8
$300 - $499	2	17
$500 - $699	7	58
$700 - $899	1	8
$900 - $1,000	1	8
	N = 12	100
No Response Given	7	

The participants were asked if their employer provided job training for a specific skill. Seven women, 42%, indicated they were receiving training while 32% responded they had not received training. Twenty-six percent of the participants did not respond.

In an effort to determine their impression of the program, each participant was asked several questions about the program. The majority of participants, 95%, felt that the program had helped them become more self sufficient and independent. A significant number of the subjects, 88%, indicated they were satisfied with the program. The subjects were also asked if the teachers and staff had been helpful to them while they were in the program. Sixty-eight percent of the women found the teachers and staff very helpful, 26% found them helpful, and one subject responded they were OK.

Preparation for employment and employers' response to the participants was the next area examined. All of the subjects indicated they had been consulted about where they wished to work. In response to whether or not they felt prepared for the job they wanted, 84% of the subjects indicated they felt prepared. Sixteen percent said they had not felt prepared. The majority of subjects, 95%, felt they had been prepared for job interviews. The majority, 90%, also reported they were treated respectfully during interviews by employers. One woman reported she experienced a lack of respect by the interviewer. The subjects were also asked if they had ever been discriminated against while seeking employment. Seventy-nine percent of the subjects responded they had not been discriminated against in anyway. Two subjects, 11%, said they had been discriminated against. The majority of subjects, 63%, felt they were assisted

by the program workers in obtaining the job they desired. Twenty-one percent of the subjects indicated they did not obtain the job they were seeking and three subjects did not respond.

The last section of closed-end questions delt with support the participants received and future plans for more education. The subjects were asked to identify who had been the most supportive to them while they were in the program. The majority of participants, 47%, responded staff, 37% responded teachers, and 16% indicated a friend in the class. The subjects were also asked to identify what had most helped them to complete the program. The most frequent response was "my own determination and persistance", 47%, and encouragement from teachers and staff, 32%. Two women, 11%, responded encouragement from their families, and 11% indicated the stipend they received had been their motivating factor. The participants were then asked if the program had been what they had expected. Eighty-four percent of the subjects responded that the program had met their expectations. Of the remainder, two women, 11%, responded that the program did not meet their expectations.

The participants' future plans for acquiring more education was determined next. Many of the participants, 53%, recalled being informed about training and educational opportunities in the community. Thirty-one percent of the subjects did not recall such information and three subjects did not respond.

Finally, the subjects were asked about their interest in attending college for training and if they were aware of services provided to students. The majority of participants, 68%, indicated they would be interested in attending the college for training

which led to employment. Three subjects, 16%, responded they would not be interested, and three subjects did not respond. The subjects were asked if they were aware of the services the college offers students, such as financial aid, counseling, assistance in planning classes, and tutoring. More than half of the subjects, 47%, were unaware of the services the college provides students. Just less than half of the respondents, 42%, were aware of some of the services and two subjects did not respond. When the subjects were asked if they would be willing to spend one to two years in a program offered by the college which would lead to employment the majority, 68%, responded yes. Sixteen percent of the subjects responded no.
The women were then asked to identify the problems they would anticipate having while attending the college. Their responses, given in Table 13, indicate the majority of subjects anticipate having financial problems, 67%, child care problems, 33% and studying problems, 20%. Many of the women have no child care alternatives for their children while attending classes in the latter part of the day or evening. The problems these women anticipated are solveable.

Table 12. Education Re-Entry Problems Anticipated by BCWC Participants

Responses	Primary	Percent	Cumulative	Percent
Financial Problems	10	67	10	67
Child Care Problems	2	13	5	33
Transportation Problems				
Relationship Problems			1	7
Studying Problems	3	20	3	20
Employment Problems				7
	N = 15	100	N = 15	
No Response Given	4		4	

The advantages and disadvantages of attending college, and subject interest were open-ended questions asked of each participant. The most consistantly recognized advantage was a job and better pay. Other responses to the advantage of returning to school were: "to further my education" (3), "to reach my goal" (1), "to provide more for my child" (1), and "to improve my skills" (1) (n = 13). There were few disadvantages mentioned. Two subjects needed to obtain a GED, two subjects indicated they had financial problems which they thought would interfer, two subjects had child care needs, and one woman felt she would have problems with time management.

The participants were then asked to identify their area of interest if they were to return to school for further training. Three subjects identified computer science as their area of interest, two women were interested in child development, and two were interested in nursing. Three other participants were interested in Medical Technician, Business Technology, and Heavy Equipment Operations.

The subjects were then asked about their perceptions as to characteristics a woman needed to become employed. The most frequent responses were self confidence (53%), skills (40%), and well groomed (33%). Other responses were self sufficiency (13%), assertiveness (13%), and work experience (13%). When the subjects were asked had what they learned at the center which helped them to become employed, their responses were similar to the characteristics identified previously. Fifteen subjects responded self confidence (53%), assertiveness (33%), self sufficiency (13%), motivation (13%), self respect (13%), and how to get a job (20%).

The subjects were asked what recommendations they would make

to the women's center administrators. The responses were varied. Two subjects said to leave the program unchanged. Three subjects indicated they could have used both more time and training. One subject specifically stated that the Mexican-American women needed greater time and attention. Two subjects responded that more job developers were needed, and one woman recommended they bring in more speakers on different jobs. Finally, one subject recommended they increase their floor space.

In addition, each subject was asked what recommendations he would make to the San Antonio College and what would he need in order to pursue a course of study. Twelve women responded that their most important need was financial assistance. One other subject stated encouragement, and two women indicated they would need child care assistance. These women recommended that the college provide more outreach to women like themselves to inform more women about the assistance provided. One subject also stated that women need career guidance and "not to just be allowed to take any courses they want".

The final open-ended question asked was what success meant to them and what it took to be successful. The responses were highly individual and varied. The most consistent response to what success means was having a job, 47%. The most consistent response to what it takes to become successful was an education, 57%.

Discussion

The identification of factors which facilitate or inhibit the successful completion of education and employment goals by disadvantaged women is the objective of this study. To provide a perspec-

tive of the population of disadvantaged women under study participants of the Job-Readiness Program at the Bexar County Women's Center were asked to share their experience with the program. They were also asked about their subsequent employment experience. All subjects completed the job readiness program. At the time of this study twelve of the women were employed and seven were not. These subjects were examined as a group for factors which facilitated their program completion and employment.

These women can be considered among the most seriously disadvantaged women. Like other women who are disadvantaged, they have low incomes and must provide for their families, as head of the household. In addition, they are older. The distance separating them from the employed community is greater than for younger women, and there are fewer employment opportunities for which they may hope to compete.

The participants of this study were predominately low-income, minority women who are displaced homemakers, separated, divorced, or widowed. The majority of these women were forty years of age or older. Most subjects had less than twelve years of education, were heads of household, and had more than one child living at home. The main source of their incomes was AFDC and alimony at levels of three hundred dollars and below. The majority of the subjects were healthy. They predominately cited training to obtain skills, job placement assistance, and improving their self confidence as their objectives in becoming program participants.

As a group, these women had both negative, as well as positive factors which affected their employability. They had little education,

work experience, or skills with which to compete for employment. As uneducated, older women there were few occupational opportunities readily open to them. In addition, most lacked self confidence with which to approach prospective employers. Inspite of these problems, they were highly motivated to become employed, improve their income levels, and provide for their families. A significant factor in their favor was the number of women who had school age children who did not require child care. This eliminated the need to find child care, one of the major inhibitors to the employment of women.

Program operators insured completion of the job readiness training by addressing the women's problems prior to the beginning of classes. Otherwise these problems might have interferred with the subjects' participation. For example, two women were in need of child care in order to attend. Child care was arranged for them, allowing their participation in the program. In addition, a stipend was provided to participants to off set the costs of participation such as transportation. This further aided their efforts to participate.

Once the participants entered the program additional factors contributed to their completion. The first was the shortness of the program. Second, the program content was directly related to each woman's employment. Another factor was that all the participants were provided individualized attention regarding job interests, career development, and counseling for personal and employment problems. This personalized attention reinforces the participants and acts to encourage and motivate them. Finally, one consistent

theme of the program was to build self confidence and to train the participants to become more assertive. All of the participants indicated they had benefited from the training program.

The participants were also provided job placement assistance and post program follow-up contact. The program was designed to provide each woman with support services to reduce problems which would interfere with program completion. In addition, an effort was made to help women identify and resolve problems which might interfer with post-program employment. It also attempted to help them achieve greater self-confidence, as well as employment with on-the-job training. These areas were indicated by participants as the components of the program which were most helpful to women such as themselves.

The examination of problems which might have inhibited these women's employment efforts provided interesting results. Problems with clothing, transportation, or the impact on benefits such as food stamps or medical services were not frequently cited. The most frequent problem areas were lack of skills and financial problems. In addition, some women continued to have problems with self confidence and failed to benefit from job information provided by the center. The first two problems are consistent with recent literature identifying problem areas for women seeking employment, particularly the problem of lack of skills. The second two problems may be a function of age and the shortness of the program. The program's length may not allow enough time for some participants to internalize what they have learned, or how to use employment assistance information.

An examination of the past program employment experience of these participants provides interesting findings. Of those seeking jobs, most (8) of the subjects found employment within the month they completed the program; the remainder, (8), found jobs within one to six months. This is a significant result for women who entered the program with many negative factors, all of which inhibit their employability. It is an indicator of both the motivation of the women and the effectiveness of the program components.

Another significant factor was the increase in the level of income. Of the women who were employed, the majority had increased their income to about five hundred dollars per month, whereas the majority had a previous income level of less than three hundred dollars.

One factor which helped these subjects remain employed was job training. Although the training these subjects received was usually in a service related area, and at low pay, it did result in subjects acquiring skills which could lead to long-term employment. In addition, it also provided a potential for upward mobility. For older women with little education, on the job training opportunities may be the most realistic and pragmatic alternative to unemployment and welfare. However, such opportunities must result in the acquisition of marketable skills.

These women were greatly aware of the limitations that their lack of skills imposed. As such, many of them indicated they would be interested in training provided through the community college. Many were unaware of the services the college offers such as financial aid, counseling, or tutoring. This is ironic in view of

the primary problems they anticipated were financial, child care, and studying.

Summary

The inhibiting factors which these women brought to the learning training program situation were many. Their high motivation and determination were matched by the program's components and operators, both of which insured the participants' program completion through support services and individualized attention. Self-confidence building, assertiveness training, job readiness training, career development, individualized attention, and personal counseling were factors which aided many of these women to both overcome their inhibitions and limitations, and to successfully compete for employment which provided training. For these severely disadvantaged women, these factors provided a measure of success.

Group III: Participants from the San Antonio College's Displaced Homemakers and Women in Transition Program

Subjects

The fifteen subjects who agreed to participate in this study were contacted from a 1980 - 1982 master list of participants provided by the program administrators. Their participation was voluntary. These subjects had been participants in Homemakers' Education and Employment Re-Entry Program and/or had participated in Wider Opportunity Workshops.

Apparatus

The questionnaire used for the NWEE population was also used for this group.

Interviewers

One interviewer previously trained to use the schedule conducted the interviews.

Procedure

Interviews were conducted at the subject's choice of location and convenience. The interviews usually lasted one hour.

Analysis

A computer program provided a frequency distribution which was used to analyze the closed-end data. A content analysis was done of the open-ended questions.

Results

The women who agreed to participate in this part of the study had participated in the women's program which the college offers to displaced homemakers or women seeking alternatives to their life. Although many of these women do not suffer from the same degree of

economic deprivation as most disadvantaged women, they share many of the same inhibitors, such as low self esteem, and lack of self confidence, handicaps, or vocational awareness. The program provided by the college is an example of what can be done to reduce the barriers which interfer and inhibit the efforts of many women to re-entry educational programs or gain employment. The problems these women encounter provide confirmation of the need for a broader understanding of disadvantaged women.

The majority of the subjects are Anglo, see Table 1 below. The program tends to serve a group of women who are seeking alternatives to their lives, particularly re-entry to education and employment.

Table 1. Personal Characteristics SAC Displaced Homemakers

Ethnicity	Number	Percent
Anglo	12	80
Hispanic	3	20
	N = 15	100

The participants of this study were older women ranging in age from 30 to 60 years. The age distribution is given in Table 2.

Table 2. Personal Characteristics SAC Displaced Homemakers - Age

Age	Number	Percent
30 - 35	4	27
36 - 40	3	30
41 - 45	3	20
46 - 50	1	7
51 - 55	2	13
56 - 60	2	13
	N = 15	100

The program tends to attract older women though younger women are not discouraged from attending. The general population served by of the program tends to have completed high school and some college.

The participants of this study reflected this tendancy as seen in Table 3. These subjects not only have completed high school but also have completed college hours.

Table 3. Personal Characteristics SAC Displaced Homemakers - Education Completed

Years	Number	Percent
10 - 12	1*	7
High School Graduate	6	40
College	8	53
	N = 15	100

*Obtained a GED through the program

The majority of subjects were married, 87%. Two, 13%, were divorced. The majority indicated that they were not heads of household, 87%; however, the two divorced women were.

Other demographic variables asked of these subjects were the number of persons in the household. See Table 4.

Table 4. Personal Characteristics SAC Displaced Homemakers - Number of Persons in Household

People	Number	Percent
1 - 3	7	47
4 - 6	8	53
	N = 15	100

The number of children at home is provided in Table 5. The subjects had average size households, most with children living at home.

Table 5. Personal Characteristics SAC Displaced Homemakers - Number of Children Living at Home

Response	Number	Percent
0	2	13
1	4	27
2	6	40
3	2	13
4	1	7
	N = 15	100

The primary source of income for these subjects were their spouses, 87%. Two other subjects received income from alimony, 7%, and a stipend, 7%. The level of income was generally higher than seven hundred dollars per month and is given in Table 6. Fifty-three percent of the subjects had incomes of one thousand dollars or more per month.

Table 6. Personal Characteristics SAC Displaced Homemakers - Level of Household Income

Dollar Amount Monthly	Number	Percent
$0 - $199		
$200 - $399	1	7
$400 - $599		
$600 - $799		
$800 - $1,000	2	13
$1,000 or above	8	53
Other*	4	27
	N = 15	100

*Spouses Income - Unknown

The majority, 80% of subjects, reported they were in good health, having no serious physical or mental health problems.

The subjects were also asked about prior work experience. The majority, 93%, had worked at some time. A content analysis of their work experience indicates that most had traditionally female jobs, (i.e. secretary, clerk, bank teller, beauty operator, and bookkeeper). One woman had experience as a bartender; two women had sales experience, and one subject was a teacher.

The majority of these subjects, 87%, had no experience with any public assistance program or agency for employment assistance. One woman had sought assistance, and one woman had obtained a GED through a public agency.

The subjects were asked about vocational or employment training experience. Of the subjects, 60% indicated they had had training Forty percent had not. Previous training included business courses, nurse and dental aides, continuing education courses. One person had some computer training.

These subjects' primary reasons for attending the SAC re-entry program are given in Table 7.

Table 7A. Primary Objective in Attending the SAC Displaced Homemakers Program

Reasons	Number	Percent
Training for Job Skills	1	7
Training to Improve Job Skills		
Job Placement Assistance		
Money		
Improve Self-Confidence	8	53
Seeking Alternatives to my Life	3	20
Job Readiness Training	2	13
Other*	1	6
	N = 15	100

*Vocational Testing

The primary objective of the women's participation to increase their self-confidence. The second goal was to find alternatives to their lives. A cumulative distribution of objectives is presented in Table 8, as many woman indicated more than one reason for attending this program.

Table 7B. Cumulative Reasons for Attending the SAC Displaced Homemakers Program

Reasons	Number	Cumulative (Percent)
Training for Job Skills	2	13
Training to Improve Job Skills		
Job Placement Assistance		
Money	1	6
To Improve Self-Confidence	11	73
To Seek Alternatives to my Life	8	53
Job Readiness Training	5	33
Other*	2	13
	N = 15	

*Vocational Testing, self-fullfillment

The results are consistent with Table 7A. These subjects, while indicating more than one reason for attending the program, indicated that gaining self-confidence and seeking alternatives to their life were their predominate goals. In responding to this question, many of the subjects spoke of personal distress. They stated that they felt cut off from the community and were seeking ways to re-enter the community through employment or education, as well as other options the program offers. Frequently, the women stated that they were seeking other women who felt as they did including encouragement they did not receive from others (family or friends) in their lives.

Another factor which motivated their approach to the program was the desire for guidance and vocational counseling. They were unsure as to how to approach or re-enter employment or education. Most importantly, they were unsure of their interests, abilities, and long-term goals. They perceived that the program would help them to better define the issues in their lives and assist them to gain the self-confidence they lacked.

The subjects were asked to respond to questions about the re-entry and alternatives program. The program offers a variety of courses and, as such, there was variance in how long each subject remained in the program. The majority, 67%, indicated that they were in the program for six weeks. All subjects completed the courses they started. With the exception of two women, all the subjects received vocational testing and career counseling. They also participated in job readiness training with one exception. A second subject was also assisted in obtaining a GED. Some subjects, 47%, were tutored in employment testing and filling out job applications. All of the subjects reported they had participated in classes for assertiveness training, and building self-confidence.

The program also offers personal counseling and instructions in peripheral factors which affect employment, such as appropriate dress and human relations. The subjects were asked about their involvement in these areas. A number of women, 58%, received counseling for both personal and employment problems. All the subjects indicated that they had participated in classes for increasing effective communication. Seventy three percent of the subjects indicated they had received instruction on improving their appearance for employment. Twenty-seven percent did not. In addition to the above areas, the women also received other employment related instructions. Sixty percent of the women responded they were taught methods for handling employment conflicts or related problems. Forty percent did not remember having received this training. Sixty percent also participated in planning for upward mobility; 40% indicated they did not participate. The majority of subjects, 73%,

responded that they had engaged in specific planning for re-entry to school or employment.

The subjects were queried concerning their needs for concrete support services, such as child care or transportation. The majority, 93%, did not require child care, transportation, or financial assistance.

The subjects were also asked if they had engaged in job searches or job placement assistance; all participants responded they had done so while they were in the program. They were also asked if they had found the program stressful or had had any difficulty concentrating. Eighty percent of the subjects indicated that they did not encounter any stress while in the program; 20% responded they had found it stressful. Ninety-three percent indicated they had had no trouble concentrating.

This program, like others, provided a follow-up service which attempts to offer continued contact and encouragement. It also allows some post-program monitoring of the participants' progress. Of these subjects, only 27% reported having had any post-program contact. Seventy-three percent of the women reported no follow-up.

Each subject was sked about support or encouragement she received from their families. Twenty-seven percent of the subjects did not respond. Another 40% responded that neither members of their family or friends encouraged them. Only 33% of the subjects responded that they received support from their families or friends.

Many of the subjects were seeking jobs. Each was asked whether she was interested in traditional or non-traditional employment. One woman, 7%, sought a traditional job. Twenty-seven percent

expressed interest in non-traditional work. Sixty-six percent of the subjects did not respond.

An effort was made to determine each subject's impression of the program. One area of question delt with program length. Each participant was asked if the job readiness training had been of sufficient length. Sixty percent felt its present length was sufficient, although 27% felt it could have been longer. Another area of concern was financial problems which might have created problems while attending the program. The majority of the subjects, 80%, indicated that finances had not been a problem. One subject responded that she could have used financial assistance, and two did not respond.

The subjects were also asked about their experience applying for employment and whether or not they had encountered any problems. None of the subjects had problems with transportation, medicard, medicare, or food stamps. One women responded that she felt her clothing was inadequate for job hunting. Table 8 presents both the primary and cumulative problems encountered by some of the participants while seeking employment.

Table 8. Problems Encountered While Seeking Employment by SAC Her and WOW Program Participants

Responses	Primary	Percent	Cumulative	Percent
Child Care Problems	2	25	2	25
Financial Difficulties				
Transportation Problems				
Family Problems	2	25	4	50
Health Problems			1	12
Lack of Skills	1	12	3	38
Lack of Information about Jobs			2	25
Lack of Self-Confidence	2	25	5	63
Other*	1	12	1	12
	N = 8	100	N = 15	
*Encountered Sex Discrimination				
Not Seeking Employment	7		7	

Many subjects encountered more than one problem. Sixty-three percent indicated that they had continued to have problems with self-confidence. They also encountered family problems and problems with lack of skills.

Each subject was then asked to identify which part of the program had been the most helpful to them. Forty-seven percent indicated that increasing their self-confidence and assertiveness had been most important. Another 27% responded that identifying job interests and abilities was most helpful. One subject felt that assistance finding employment was most important to her. Another women responded that discovering employment alternatives was most helpful. A majority of the subjects felt that all parts of the program were relative and helpful to attaining employment. Two subjects disagreed.

Of the subjects who participated in the program at San Antonio College, six women became employed. Seven of the women reported they had not sought employment. Two of the participants seeking employment had not yet become employed. Of the six subjects who are employed, five find their work interesting, and one does not. The women who became employed were asked if they received any on-the-job training. They all responded no.

In addition to the above mentioned questions, the subjects were asked about their preparation for seeking employment, as well as experiences they had while applying for jobs. Forty-seven percent of the subjects indicated they had been consulted about their preference of work locations. The remaining subjects did not respond. Seventy-three percent of the subjects felt adequately prepared for job interviews. Two subjects, 13%, did not. Of the

subjects seeking employment, four, 27%, indicated that they were treated respectfully during interviews. Twenty percent of the subjects indicated they had had unpleasant interview experiences. Two subjects 13%, indicated they experienced discrimination while job hunting. Another 33% indicated they had not experienced any discrimination. A majority failed to respond to both questions.

The subjects were also asked about the effect the program had had on them and what had helped them to complete the course. All the participants agreed that their participation in the program had helped them to become more independent and self-sufficient. The women seeking employment described themselves as being satisfied with the program. All of the subject indicated that the teachers and staff had been very helpful. When asked who they had found to be the most supportive to them, their responses varied. The majority, 50%, felt that a friend in class had been the most supportive, followed by staff (20%), teachers (13%), myself (13%), a family member (7%), and a friend outside of class (7%). The factors which the women indicated most helped them complete the program were "my own determination and persistance" (67%), and encouragement from teachers and staff (33%). Eighty percent of the subjects indicated that the program had been what they had expected. Three subjects stated that it had not been what they had expected. Of those subjects, two did not have expectations, and the third realized that the program wouldn't change her but that she would have to change herself.

In addition to providing assistance with re-entry into the job market, the program also offers re-entry to education, particularly

in the area of employment interest. Eighty-seven percent of the women indicated that the program administrators had referred them to the college. Eighty percent indicated that that they had also been made aware of the services the college offers women. When queried whether they would be interested in persuing courses that would lead to employment, forty percent of the subjects indicated their interest. Fifty-three percent indicated they would not be interested in pre-employment programs.

Seven of the subjects were enrolled in college. Each was asked about problems she had or would anticipate having while attending college. Their responses are given in Table 9 below.

Table 9. Education Re-Entry Problems Anticipated by SAC HER-WOW Participants

Responses	Primary	Percent	Cumulative	Percent
Financial Problems	3	25	4	33
Child Care Problems	2	17	2	17
Transportation Problems				
Health Problems	2	17	2	17
Studying Problems	4	33	5	42
Employment	1	8	1	8
Other				
	N = 12	100	N = 12	
No Response	3		3	

As the table indicates, the primary problem identified was with studying. The secondary problems were financial, child care, and health.

The subjects were asked to discuss what would be the advantage and disadvantage of attending a program at SAC. While the responses varied, several women indicated they could increase their self-fullfillment, acquire professional status, become productive community members, and increase their earnings potential. Only a few women

indicated that they felt there would be disadvantages. The most consistently mentioned disadvantage was age. When asked in what program area they were interested, five women indicated business technology, two responded vocational training, four were interested in medically related fields, one subject was interested in art, another English, and one in library work.

Of these subjects, seven had attended the college. Six responded to the questions about the college. This sub-sample (6) is small and, as such, the participants' responses are not generalizable to the population from which the sample came. However, some mention can be made of their individual response to the college. Generally, these subjects were satisfied with the teachers and the courses they took. Only one participant had personal problems which eventually led her to drop out. Another subject said she had problems feeling accepted, primarily because of her age. A second participant also felt out of place because of the age difference, but felt it was her own problem. Inspite of the personal attitudes, the subjects remained in their courses and indicated they had, and were benefiting from their studies.

In the last part of the questionnaire, these participants were asked a few open ended questions. The responses were analysed by a content analysis and the percentages are cumulative. They were first asked what recommendations they would make to improve the women's program. Forty-six percent of the women felt that the program should be made longer. A variety of other responses were made. These included the need for increased follow-up, expanded child care, decreased pressure in the program, and more individualized time with the women.

The subjects were further asked what general characteristics a women needed to become employed. The most consistent responses were skills, 47%, and self-confidence, 60%. Regarding what women needed to attend college, the two most consistent responses were time, 30%, and money, 38%; two women, 15%, responded guidance and direction. Very few women responded to the question asking them to identify what they felt would help women successfully complete training programs. Two women advocated providing career guidance, and two women recommended support services. The remaining responses varied: provide child care (1), make the services work (1), and have classes at better times for women (1). When asked what in the program they had learned which had most helped them, either personally or in employment, most women, 46%, indicated self-confidence. A few subjects, 26%, indicated that what had helped them the most was learning that their feelings were similar to those of other women. The remaining responses varied. When asked the final question about success and needs to become successful, the responses also varied. A few women responded health, and happiness with yourself. There was little consistancy in the responses to this question.

Discussion

The objective of this study is to identify factors which facilitate or inhibit the efforts of disadvantaged women to achieve education and employment goals. The focus of the study is low-income, head of household women. To increase our knowledge of these factors, the population under study was expanded to include women who participated in San Antonio Colleges' HER and WOW Programs.

Although these women are not as likely to be as economically disadvantaged, as many disadvantaged women they share many common characteristics which must be addressed if they are to achieve their educational and employment goals. As a group, these women provide additional insight to the problems of re-entry to education and employment.

The subjects were predominately Anglo, ranging from thirty to sixty years of age. Most of the women were forty years of age or older. With the exception of two women who were divorced, the subjects were married, and their main source of income was their spouse. Most of these women had one to three children living at home. Although most of the subjects had both previous educational and employment experience, their experience was in areas traditionally occupied by women. With the exception of one subject who was assisted in obtaining a GED, they were all high school graduates. Many of these women had also acquired college hours, and one had a professional degree.

These women brought many positive factors with them to the re-entry program. Despite the majority being older women, they were not handicapped by limited education, little or no work experience, or the economic necessity of seeking employment as the sole provider for their families. Although this sample of women was not characteristic of the economically disadvantaged, head of household female, they had, none-the-less, many of the same problems and were trying to achieve many of the same goals as more economically disadvantaged women.

These subjects identified the following as their primary goals

in attending the SAC Program for Women: increasing self confidence, acquiring vocational awareness through job readiness training, and identifying options and alternatives in their lives. The subjects' responses also indicated they were seeking peer support and other women in a similar life situation. This included seeking encouragement and reinforcement to act on their options and alternatives.

When compared to groups previously reported in this study or those identified in the literature, these subjects did not bring as many inhibiting factors to the women's program they attended. The majority of the subjects were free of the resource problems associated with the re-entry problems of many women, such as limited finances, child care, and transportation needs. This allowed them to attend the program without many of the inhibiting difficulties experienced by other women. The subjects all completed the program they entered.

There was some variance in the programs in which these subjects were enrolled. Most of the women, however, participated in components traditional to woman's programs, such as vocational testing, career development counseling, job readiness training, assertiveness training, self-confidence, building, and increasing effective communication. They also were encouraged to make specific plans for re-entry to college or employment. Their experience was similar to others seeking assistance from educational and employment assistance programs in that the program components acted as facilitators which helped them to acquire the information and confidence for re-entry into college or employment.

The subjects did not indicate any significant need for support

services in the form of resources. They did, however, require personally directive support. This was evidenced by the women who indicated they were seeking other women who "felt as they did" about the direction their life had taken. In addition, it was also demonstrated by their need for encouragement and reinforcement. The need for personal, individual attention and exploring a common goal in groups cannot be underestimated. As many of the women in this study indicated, they felt more independent and self-sufficient following the program.

Several of the subjects decided to seek employment following program completion. The problems they encountered were consistent with those described in the literature. For example, these women reported that they continued to encounter problems with self-confidence. This may be a result of their age and the length of the program which may not have allowed sufficient time for internalizing what had been learned.

The women also indicated they had problems with family members. This may have resulted from change of routine that occurs when a family member, such as a wife or mother, changes their former patterns to include work or education. Other family members often do not like the reshifting of responsibility or loss of time and attention that results from such a change. Pressure is often brought to bear on the women to revert back to her former role.

The third problem acknowledged by the subjects seeking employment was lack of skills. Like many women, these women found that occupational opportunities are limited without marketable skills. Of the subjects who became employed, none are participating in

on-the-job training. This appears to be a consistent problem for women who are seeking to acquire skills through employment providing on-the-job training.

Another way to acquire skills is through education. One function of the program was for teachers and staff to inform the participants of the programs and training opportunities SAC offers. This includes the support services offered by the college. In addition to providing information, the teachers and staff also assist, support, and encourage women who choose to enter the college. The program provides a link to the college and a source of problem solving and intervention when needed.

The difficulties which the women indicated were most likely to create the greatest problems for them if they returned to school were studying and finances. It is interesting to note that this group cited studying as a greater problem than finances. This response is a differentiating factor between this group and women who are economically disadvantaged and have a greater number of resource needs. While a couple of women indicated they had health problems, the majority of problems were in areas the college is capable of addressing. For the women who entered the college, the SAC-HER-WOW programs offer a channel through which women can build self-confidence and be supported in the initial re-entry to college. The program reduces the barriers and inhibitors which would otherwise prohibit many women from re-entry to education or employment.

Summary

This group is not characteristic of the low-income, disadvantaged women seeking re-entry to education or employment. However,

the women indicated they share many common problems such as low self-confidence and the need for competent career counseling and guidance. Although these women have, at present, financial resources which differentiate them from the low-income head of household women, those resources are the result of their marital relationship. Should these women become divorced or widowed, many would readily join the ranks of disadvantaged women, with low incomes, seeking better employment and having difficulties finding educational opportunities.

Employment Experience by NWEE Subjects

The participants of this study were asked to provide information about their present and former employment experience. Because of the questionnaire's length, many women provided no information on the subject; others provided complete information. The information obtained, however, confirmed the findings of our literature review. The data in our study indicates that non-traditional employment results in higher wages for women. It also confirms literature which indicates that employment assistance programs assist women to find employment at higher wages. A third finding was that disadvantaged women, without skills, remain in low level employment.

In Table 1 the information regarding the pre-employment experience of participants is presented

TABLE 1

PRE-NWEE EMPLOYMENT, SALARY, AND TRAINING OPPORTUNITIES

Employment Area	No.	*Training Opportunities Yes	No	Monthly Salary Range
Clerk	6	1	5	$536.
Receptionist	1	1	0	624.
Secretary	2	1	1	536-700.
Buyer Assistant	1	1	0	650.
Market Research	1	?	?	536.
Printing	1	?	?	536.
Factory	4	1	1	480-536.
Aide**	3	1	1	536-640.
Food Service	6	2	1	400-536.
Cashier	6	4	0	536.
Laboratory Technician	1	1		560.
Janitorial	1	1		523.
Electrician Appren.***	1	1		1,096.
Construction***	2	2		496-600.

*10 Training Opportunities unknown, **Education, Medical, Human Resources, ***Non-Traditional Jobs

As might be predicted by the literature review, the employment areas are those traditionally occupied by women, and provide low wages.

The post-NWEE employment information which was provided by fifty-four of the employed participants is given in Table 2.

TABLE 2

EMPLOYMENT, SALARY, AND TRAINING OPPORTUNITIES FOLLOWING NWEE'S EMPLOYMENT ASSISTANCE PROGRAM

Employment Area	No.	Training Opportunities Yes	No	Monthly Salary Range
Factory	6	4	2	$500-800
Printing	4	4		400-500
Sales	5		4	500-600
Food Service	3	1	2	500-700
Education[1]	4		4	25.da-400
Medical[2]	6	5	1	500-700
Secretarial	5	3	2	500-900
Clerks	10	10		400-800
Non-Traditional[3]	11	10	1	600-1,000+

1 Teacher's Aid, Substitute, Dance Teacher, Music Aide
2 Nurse's Aid, Housekeeper, Home Health, Medical Assistant, LVN
3 Sheet Metal Welder, Mechanic, Warehouse, Construction, Electronics, Drafting, Surveyor

The majority, 80%, of the women were employed in areas traditionally occupied by women, i.e., clerks and service related work. The starting salaries in these jobs are usually at minimum wage. For clerks and secretaries, where typing and office management skills are required, the upper limits of the salaries are generally higher than non-skilled work.

One-half of the subjects in traditional employment areas received some training, 28% did not. By contrast, 90% of those hired in non-traditional employment reported they had received training.

Experience with on-the-job training varied and was most evident for women in traditional areas. Non-traditional employment usually resulted in a structured learning and working experience, ususally resulting in the acquisition of a specific skill. An example is the group of women who became sheet metal operators. In contrast, on-the-job training in tradiational employment areas varied from fifteen minutes orientation to several days of training. Frequently, it resulted in socialization to the job and the attainment of employment experience rather than the acquisition of skills. This is a problem which reappeared consistently throughout the study. Without specific marketable skills, many of these women will be unable to acquire dependable, well-paid employment. What they will gain, however, is employment experience. Although employment experience is of value, it is less marketable than specific job skills.

The post-employment experience of this group indicates an increase in the level of wages earned. Many subjects may not have changed their area of employment, but many did report an increase in income. Several women also reported that they had increased the quality of their employment, in addition to increased wages. Of the subjects who provided employment experience information, 80% reported

an increase in earnings. Of the 80%, twenty-two had been previously unemployed and twenty-one had previous employment experience but were seeking better quality employment with higher wages. Nine percent reported their wages remained the same, seven percent experienced a decrease in wages, and two subjects did not respond.

One result of this examination of employment is significant. Non-traditional employment for women provides better wages than areas traditionally occupied by women. Also, non-traditional employment is more likely to result in a more structured work experience resulting in the acquisition of a skill.

Another significant factor is the overall trend of the pre- and post-program employment experience of the NWEE participants. Because the subjects in Tables 1 and 2 are not matched samples, any comparison between the groups is somewhat limited. The results, however, indicate that the post-program employment experience of the participants was generally at higher wages. Second, the program facilitated the entry of a number of women into non-traditional work.

The Nowicki-Strickland Measure of Locus of Control

As part of this study, a measure of internal-external locus of control was added to the questionnaire. Baum (1973), as previously reported, found that disadvantaged workers were committed to employment as much as were non-disadvanted workers. One difference, however, was that the disadvantaged workers did not believe they could achieve occupational success. This was indicated by their external orientation to success. An external orientation results from the belief that employment success is solely the result of external factors such as luck, rather than the individual's ability and commitment.

In addition to Baum's findings, Nowicki et al. (1973) have found that a low degree of externality is related to greater academic achievement, more efficient learning, higher self concept, and less anxious behaviors. Their findings indicate that success related characteristics correlate with a low measure of externality.

As such, we hypothesized that the successfully employed study participants would exhibit a lower degree of externality than would the unemployed subjects, indicating a stronger belief in their ability to influence factors affecting their employment. Even though the unemployed subjects also desire employment, they may not think they can successfully achieve employment as a result of their own ability and commitment to work.

The subjects voluntarily chose whether or not to respond to the Nowicki-Strickland Measure of Locus Control for Adults. Those who

chose to participate were separated into two groups, employed and unemployed. The NWEE participant group was further divided on the basis of self reported cultural identity, either anglo, black, or hispanic.

The NWEE subjects responses are given in Table 1. The hypothesized difference between employed and unemployed subjects was not confirmed.

TABLE 1

NWEE PARTICIPANTS RESPONSES TO NOWICKI-STRICKLAND LOCUS OF CONTROL FOR ADULTS

Ethnicity	Anglo		Black		Hispanic	
Status	*E	*UE	E	UE	E	UE
$\bar{X}$	8.9	10.5	14.1	14.6	12.04	10.3
σ	3.6	3.9	6.3	3.2	4.7	4.7
ϵ	22.0	31.5	197.5	87.5	385.5	134.0
	N=3	N=3	N=14	N=6	N=30	N=13

*E=Employed, UE=Unemloyed

There was no significant difference between employed and unemployed NWEE subjects on the adult Nowicki-Strickland Measure of Internal-External Orientation.

Differences do appear, however, relative to economic and cultural factors. Data indicate that subjects who are lower class are found to be more external and majority culture subjects report lower external, and higher external scores than minority subjects. The

results of the Nowicki-Strickland indicates that the unemployed women were not unemployed as a result of the contributing factor of a lack of belief in their own employability or an external oreintation. Factors such as child care, lack of skills, transportation, or financial problems more significantly impede their employment.

The participants of the Bexar County Women's Center and the San Antonio College's HER and WOW programs also voluntarily participated in this part of the questionnaire. Their responses to the Nowicki-Strickland Measure of Internal-External Orientation can be seen in Table 2. These subjects were also divided on the basis of employment. Due to the small samples, they were not divided culturally.

TABLE 2

BCWC & SAC WOW & HER PROGRAM PARTICIPANTS' RESPONSE TO THE NOWICKI-STRICKLAND LOCUS OF CONTROL FOR ADULTS

Group	BCWC		SAC WOW & HER	
Status	*E	*UE	*E	*UE
$\bar{x}$	12	14	9.6	11
σ	5.9	8.0	5.4	5.8
ε	120.0	70.0	48.0	78.0
	N=11	N=5	N=5	N=7

*E=Employed, *UE=Unemployed

There is little difference between the employed and unemployed subjects. The difference between the BCWC and SAC groups may be the result of ethnicity as the BWCW groups consists of minority members.

The unemployed BCWC subjects indicate by their responses that they believe themselves to be employable, however, they lack both the skills with which to compete for employment, and the resources or support services (i.e., child care) with which to remain employed.

To have a perception of control regarding one's life is particularly desirable when seeking employment. Women's employment assistance programs attempt to help women develop a perception of control by teaching job readiness skills, assertiveness, and self confidence building. In many cases, women internalize what they learn in these programs. However, without marketable skills, employment for these women may be the result of luck or intercession on their behalf by a program operator. By combining employment assistance programs with specific skills training, either on-the-job or in a vocational-educational setting, a woman is provided the opportunity to gain economic control over her life.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to identify factors which affect disadvantaged women in their efforts to gain long term employment or to complete vocational and technical education programs. It was hypothesized that the identification of such factors would aid employment agencies and community colleges to structure their programs and services to better fit the needs of disadvantaged women, the result being a decreased incidence of participant fall out. This could further provide substantial savings of resources, especially time, money, and human potential. To achieve this end, a selective review of the literature was conducted to aid in the preparation of a questionnaire. Once prepared, the questionnaire was administered to one hundred and sixty disadvantaged women.

An analysis of the questionnaire responses identified a number of factors. Two factors were consistantly identified by all subjects: 1) the lack of marketable skills, and 2) the lack of support services, particularly child care. Several other factors were also identified, some of which acted as inhibitors and others as facilitators. Inhibiting factors included financial difficulties, study, time management, and transportation problems, and inadequate socialization to work or education requirements. These were further hampered by a lack of competent career guidance and personal counseling, and a general lack of employment information and education opportunities.

The facilitating factors most consistantly identified were child care assistance, financial aid for both education and employment assistance training programs, short-term employment and educa-

tion programs which result in marketable skills, and job readiness assistance. Other factors included individualized counseling and support services, encouragement and support from teachers and staff, and an attitude of determination and persistance.

The information which these women provided led to the following conclusions:

1) To increase successful completion of education programs by disadvantaged women, support services, particularly child care at an affordable rate, and financial aid assistance must be made available to this population,

2) Support services, financial aid and individualized attention may facilitate the completion of job readiness programs, however, they do not insure long-term employment. While some employment program participants do become employed, many do not acquire skills which insure long-term employment, the program's goal.

To address these problems, the following recommendations are made:

1) The National Women's Employment and Education, Incorporation should, whenever possible, dissociate itself from CETA funding and employment policies which inhibit education and the acquisition of skills for women.

2) The National Women's Employment and Education, Inc. should facilitate access and entry to community colleges for both short and long-term skills training of its participants.

3) The National Women's Employment and Education, Inc. should continue to work cooperatively with occupational educators to develop easier access to vocational and technical training. In addition, they should focus on the development of one-year training in technical programs. Employability is an urgent need of disadvantaged women, and two year studies are often unattainable by this population.

4) The National Women's Employment and Education, Inc. should actively support the development of support systems, particularly affordable child care, for women who are high risk students and head of household to reduce fall out from college programs.

5) The National Women's Employment and Education, Inc. should actively pursue the development of a state wide child care system which would target the provision of affordable child care for A.F.D.C. participants seeking employment.

6) San Antonio College should improve recruitment efforts by targeting head of household females seeking to acquire skills through education. Re-entry to the college should be facilitated; many women do not know what the college provides it's students in support services.

7) San Antonio College should adopt the Comprehensive Assessment and Support Service System (See Appendix H) to insure program completion by its disadvantaged student population, particularly the head of household female.

8) San Antonio College should develop an in-house training program to sensitize teachers and staff to the problems that disadvantaged women bring to the learning situation. This should include strategies which can be used in educating a high risk student (such as those prescribed by Roueche).

9) San Antonio College should upgrade it's guidance and counseling system. Fragmentation of support services and the need to address the high risk student requires a more progressive approach. (See Roueche and Mink for progressive approaches to the high risk student.)

10) San Antonio College should explore the development of varied child care support systems to reduce discriminating effects that failure to provide adequate support services results in. Evening and part-time students often need limited child care assistance but do not find it available at the college.

11) San Antonio College should develop cooperative relations with women's programs and organizations in Bexar County to both facilitate the sharing of knowledge on the needs of this population, as well as the use of the networks and resources these groups provide.

12) Texas state level educators and policy-makers should not support the reducation of food stamp benefits for women attending community colleges who receive both A.F.D.C. and B.E.O.G.'s.

13) Texas state level educators and policy-makers should actively support and facilitate access to community colleges in Texas by disadvantaged, head of household women, particularly those on A.F.D.C. Many of these women have the potential to acquire skills which will result in their employment and the termination of welfare for their families. This goal can be achieved through actively developing an education program for A.F.D.C. women in cooperation with the Texas Department of Human Resources.

14) Texas state level educators and policy-makers should develop one and two year programs for disadvantaged women, particularly for training in technical areas to encourage acquisition of skills required by local communities in which they live.

15) Texas state level educators and policy-makers should support the expansion of varied child care assistance, financial aid and support services to both full and part-time students. The part-time student often chooses not to go to school because of the failure of the present education system to meet her needs. Such inadequate systems discriminate against working students who must earn incomes to support families, as well as, meet tuition costs.

16) Texas state level educators and policy-makers should support the referral of disadvantaged women to community colleges, without penalty, for education and training by employment assistance programs that are CETA funded.

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APPENDIX A

CHAPTER 6

EMPLOYMENT AND LOW-INCOME WOMEN

by Lupe Anguiano

One of the myths that hinders the equal participation of women in our country's labor market is the statement that "the majority of American women are in the home taking care of their families." Several U.S. government agencies[1] provide us with the reality or status of American women. For example:

- There are currently about 42 million women (35 million in 1976) in the labor force. Women make up 49.3 percent of our country's total labor force.

- 58.6 percent are working because they are the sole household provider--they are widowed, divorced, separated or single.

- 25 percent are in the labor force because they are married to men who earn less than $10,000 annually. According to a Department of Labor cost-of-living report, a family of four needs a $10,000 income to purchase bare living essentials. These women are co-providers.

- 61.4 percent of women between the ages of 25 and 34 are in the labor force, the majority of whom are mothers with dependent children in the home.

- In 1977, 57 percent of all women ages 18-64--the usual working ages--were workers, compared with 88 percent of men. More than 48 percent of all women age 16 and over were workers.

- The median age of women workers is 35 years.

- 51 percent of all minority women were in the labor force in 1977 (5.3 million); they accounted for nearly half of all minority workers.

- 44 percent of Spanish-origin women were in the labor force in 1977 (1.6 million); they accounted for 39 percent of all Spanish-origin workers.

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[1]Source: 1978--U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health, Education and Welfare; National Center for Social Statistics; U.S. Department of Labor, Bureau of Labor Statistics and Wage and Hour Division, Employment Standards Administration.

•Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade--12 million women compared with 8 million men.

•More than one-fourth of all women workers held part-time jobs in 1977.

•The more education a woman has, the greater the likelihood that she will seek paid employment. Among women with four or more years of college, three out of five were in the labor force in 1977.

•The average woman worker is as well educated as the average man worker; both have completed a median of 12.6 years of schooling.

•The number of working mothers has increased more than tenfold since the period immediately preceding World War II, while the number of working women has doubled. Fifty-one percent of all mothers with children under 18 years of age (15.5 million) were in the labor force in 1977.

•The 5.3 million working mothers with preschool children in 1977 had 6.4 million children under age 6. Only 149,000 children 3 to 5 years old were enrolled in licensed day-care centers in 1975.[2]

•Women workers are concentrated in low-paying, dead-end jobs. As a result, the average woman worker earns only about three-fifths of what a man does, even when both work full time, year round. The median wage or salary income of year-round, full-time workers in 1976 was the lowest for minority women:

White men	$ 14,071
Minority men	10,496
White women	8,285
Minority women	7,825

The median earnings of full-time, year-round women private household workers were only $2,570.

•Fully employed women high school graduates (with no college) had less income on the average than fully employed men who had not completed elementary school--$8,377 and $8,891, respectively.

•Among all families, nearly one out of seven was headed by a woman in 1977, compared with about one out of ten in 1967; 37 percent of Black families were headed by women. Of all women workers, about one out of ten was a family head; about one out of five minority women workers was a family head.

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[2]The latest data available on licensed day-care centers are for 1975.

- Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade--12 million women compared with 8 million men.

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[2]The latest data available on licensed day-care centers are for 1975.

- Women were 79 percent of all clerical workers in 1977 but only 5 percent of all craft workers; 62 percent of all service workers but only 43 percent of professional and technical workers; and 62 percent of all retail workers but only 22 percent of nonfarm managers and administrators.

- In 1975, the unemployment rate for white males was 7.2 percent, for white females it was 8.6 percent, and for minority females it was 14 percent.

What the above data tell us is that two-thirds of American women work for economic reasons. However, over 75 percent are concentrated in dead-end jobs or jobs that pay the lowest wages. There is a large, growing population, particularly of minority women, who want and need to work but are not able to find employment.

Employment Myths from: "Every Woman's Right: The Right to Quality Education and Economic Independance." Unpublished manuscript, 1981, 75. Available from the National Chicana Foundation, Inc., Montebello, California.

APPENDIX B

Common Employment and Training Terms

Categorical Programs. The term applied to the vast majority of federal programs developed during the 1960's which were intended to meet a specific need, with application requirements and funding regulations specifically tailored to individual programs.

CETA. Comprehensive Employment and Training Act of 1973. Reorganized the national system of manpower services to the disadvantaged, unemployed, and undereducated by certifying local elected officials as prime sponsors of manpower services. Under the new method local governments identify their own manpower needs and can allocate their resources as the prime sponsor deems necessary.

Cyclical Unemployment. Exists when the economy is in recession and the number of jobs available is temporarily reduced.

Decategorization. Reduction of the specific focus of federal grant-in-aid programs, including removal of the detailed requirements and restrictive regulations associated with applying for and administering such programs. The intent of decategorization is to enhance local flexibility, encourage comprehensive planning, and simplify cumbersome administrative procedures.

Decentralization. Curtailment of the centralized administrative and supervisory role of federal agencies in manpower programs and dispersal of greater operational and planning authority to units of state and local government.

Delivery Systems. The entire array of administrative and planning agencies and service units and their components, which as a whole comprise a mechanism for providing manpower services to potential clients.

Disadvantaged. A reference to persons competitively disadvantaged in the job market by age, racial, educational, physical, or mental impediments. For administrative and planning purposes, the characteristics of the disadvantaged are specified by income levels and other labor market indicators.

Discouraged Workers. Persons without a job who make no effort to find work because they feel certain that no work is available. Often such a person becomes "discouraged" after long periods of fruitless searching for work. Discouraged workers are frequently termed the "hidden unemployed." They are not included in unemployment estimates. Their withdrawal from the labor market during periods of high unemployment causes an underestimation of the severity of unemployment.

Employment.

1. Actual - The number of people at a point in time who worked and received pay for it. This term includes self-employed persons, persons who have jobs or businesses, as well as those who were temporarily absent due to illness, strikes, vacation, or personal reasons; it excludes persons working within the home without pay and those working as volunteers in nonprofit organizations.
2. Actual full-time - The number of people employed at a point in time who worked 35 or more hours per week.

Employment.

3. Actual full-time equivalent - Total number of hours worked by all employed persons divided by 40.
4. Actual part-time - Number of people employed at a point in time working from one to 34 hours a week.

Full Employment. Employment of all persons willing and able to work. A practical "full employment" goal has been considered as 95% to 97% of the labor force.

Human Capital. Investments in individuals that increase their earning power.

Human Resource. Labor, with emphasis on its earning power development through human capital.

Institutional Program. A training program held within a formal educational institution as distinguished from on-the-job training conducted at or near the work site.

Labor Force. All persons enumerated as in the non-institutional population between 16 and 65 years of age, who are either employed or who meet the definition of unemployed, including members of the Armed Forces.

Labor Force Participation Rate. That percentage of the total population sixteen years of age or older which is actually in the labor force. Participation rates are normally differentiated by age, sex, and race.

Labor Market. For state or local manpower planning, the geographical region within which most workers are acquired. For some jobs this may be a given community, while for others it may be nationally-oriented. Also, the physical area through which a worker can search for a job within reasonable traveling distance of his residence.

On-the-Job Training. Job-related training at the employment site, as opposed to classroom training or formal apprenticeship programs.

Poverty Level. The annual income figure below which families of various sizes living in different parts of the nation are defined as living in poverty. That level is determined in accordance with guidelines provided by the Director of the Office of Management and Budget.

Prime Sponsor. A public or private organizational unit eligible under federal criteria (CETA) to contract directly with federal agencies for the operation of manpower programs within specified localities. The most common prime sponsors under CETA are local governmental bodies representing a hundred thousand and over population. CETA encourages prime sponsors to form consortia where feasible, composed of one or more independently eligible units of local government and nearby units of government not independently eligible. Such consortia are intended to plan and coordinate manpower services throughout substantial portions of labor market areas. A prime sponsor may provide services throughout substantial portions of labor market areas. A prime sponsor may provide services through its own agencies and/or subcontract with other agencies for their delivery.

Prime Sponsor Advisory Councils. Mandatory local advisory bodies, representing labor, business, and client communities, designed to advise the prime sponsor. Included in this designation are the Private Industry Councils (PIC's) that participate with the prime sponsor in the development of private sector opportunities for economically disadvantaged persons.

SESA. State Employment Security Agencies. State agencies affiliated with the United States Employment Service and formed in accordance with the Wagner-Peyser Act of 1933, as amended. The agencies comprise the system of employment service offices and unemployment insurance offices.

Structural Unemployment. Exists due to changes over time in the structure of consumer demand and in technology which in turn alter the structure or the composition of the total demand for labor. As a result, some workers find that they have no marketable talents or skills and any labor experience has been rendered obsolete.

Subsidized Employment. Any employment in which the cost of employee wages is reimbursed to the employer out of government funds. This employment usually is temporary and is generally restricted to individuals enrolled in manpower programs.

Target Group. A particular population group of a community designated to receive intensive manpower services, usually for a specified period.

Underemployed. Individuals working part-time but desiring full-time work or people working full-time at wages below the poverty level. The term also connotes those persons working full-time at jobs that require lower levels of skills and abilities than other jobs for which they are qualified.

Unemployed. Refers to civilians 16 years old and older who fall into one of several categories:

a. Persons who do not have a job but who are looking for one and are available for work. The process of seeking employment must be demonstrated by such activities as registering at a public or private employment office, meeting with potential employers, checking with friends or relatives, placing or answering want-ads, sending letters of application, or being on a union register.
b. Persons who have been laid off and are waiting to be recalled.
c. Persons who are waiting to report to a new job within thirty days.

WIN. Work Incentive Program. Authorized by the 1967 amendments to the Social Security Act, and administered by the DOL. Provides job preparation and placement for members of families receiving welfare payments classified as Aid to Families with Dependent Children. Referrals and support services are handled by welfare agencies.

APPENDIX C

A.F.D.C. STUDENT

TIME MANAGEMENT SCHEDULE

Name of Student _____ Semester _____

Time	MONDAY | WEDNESDAY | FRIDAY	Time	TUESDAY | THURSDAY
5:30	Family Preparation time	5:30	Family preparation time
7:00	Day Care/School - Breakfast Snack	6:30	Day Care/School - Breakfast
8:00	Traveling Time	7:00	Traveling Time
8:50	" "	8:10	" "
9:00	Math 303	8:25	History 315
9:50	" "	9:40	" "
10:00	Sociology 301	9:50	Library Time
10:50	" "	10:40	" "
11:00	Lunch	11:00	Lunch
11:50	"	12:00	"
12:00	Psychology 301	12:00	Library Time
12:50	" "	12:50	" "
1:00	Library Time	1:00	Library Time
1:50	" "	1:50	" "
2:00	Library Time	2:00	Library Time
2:50	" "	2:50	" "
3:00	Return Home - Pick up Children	3:00	Return Home-Pick up Children
3:50	After School/Child Care Center	3:50	After School/Child Care Center
4:00	Prepare Family Meal	4:00	Prepare Family Meal
4:50	" " "	4:50	" " "
5:00	Prepare Family Meal	5:00	Prepare Family Meal
5:50	" " "	5:50	" " "
6:00	Prepare Family Meal	6:00	Prepare Family Meal
6:50	" " "	6:50	" " "
7:00	Prepare Family Meal	7:00	Prepare Family Meal
7:50	" " "	7:50	" " "
8:00	Study Time	8:00	Study Time
11:00	" "	11:00	" "

Reference: Meza, D."Career Development for AFDC Women." Unpublished manuscript: Low-Income Women Who Head Households, 1978. Available through National Chicana Foundation, Inc., P.O. Box 9496, San Antonio, Texas 78204

3327 Educational Assistance

3327.1 Loans, Grants, Scholarships, and Work Study

Educational assistance such as college loans, grants, and scholarships are, within the intent and purpose of the AFDC program, to assist needy individuals in their attempts to attain or retain the maximum self-support and personal independence possible. It is essential, whenever possible, to remove any barriers to the acceptance of educational assistance available to clients from any source. These benefits are considered as complementary assistance because they are provided for a different purpose than the AFDC grant; as such, these monies are totally disregarded in determining eligibility and amount of assistance.

Examples of these payments include the five basic programs supported by the U.S. Office of Education:

1. Basic Educational Opportunity Grants Program (BEOG)
2. Supplemental Educational Opportunity Grant (SEOG)
3. National Direct Student Loans (NDSL)
4. Guaranteed student loans
5. College work study programs

Also disregarded are any scholarships, grants, or awards from other federal, state, civic, fraternal, or alumni organizations that are for the specific purpose of attending academic or vocational training.

However, these payments are only disregarded as long as the educational or vocational course is at the undergraduate level.

3327.2 RSDI Benefits for Students

RSDI benefits for 18-year-old children or 18-21-year-old caretaker students are provided only when they are full-time students. Thus, these benefits are disregarded as income in determining eligibility.

3327.3 VA Benefits for Students

The Veterans Administration (VA) sponsors several different educational assistance programs. An individual does not have to be a veteran to qualify for some of the programs. Each individual who qualifies for and receives educational assistance receives an award letter from the Veterans Administration that shows the amount to be received and the period of time for which it will be received.

That part of the payment received from the Veterans Administration for the individual's dependents who are in an AFDC assistance unit must be counted as available non-exempt income.

Provided by Pat Rodriguez, Department of Human Resources
Texas, AFDC Handbook

e. **Education Payments** — Scholarships, educational grants, fellowships, deferred payment loans for education, veteran's educational benefits and any other similar payments for educational expenses are countable income to the extent that they exceed the costs for tuition and mandatory school fees as specified in Section 5000.

f. **Income of a Disqualified Member** — The unearned income of a disqualified member less the pro rata share for that individual is counted as income.

g. **Support and Alimony Payments** — Support or alimony payments made directly to the household from nonhousehold members are countable income.

Payments received by non-PA households voluntarily participating in DHR's Child Support Collection program are considered income.

h. **Cash Payments from Nonhousehold Members** — Cash payments from nonhousehold members will be considered income.

i. **Trust Income** — Withdrawals or dividends from a trust fund which has been exempted from resources are income.

Trust dividends are counted as income if they could be received by the household, whether or not the household actually collects them. For example, dividends are income if the household has an ongoing option to receive them or reinvest them in the trust; they are not income if the dividends can only be reinvested.

j. **All Other** — Payments from government-sponsored programs, dividends, interest, royalties, and all other direct money payments from any source which can be construed to be a gain or benefit.

4121 Excluded as Income

Only the following payments received by household members are not considered income to the household.

4121.1 Certain In-Kind and Vendor Payments

4121.11 In-Kind Income

Any gain or benefit which is not in the form of money payable directly to the household such as meals, clothing, public housing, or produce from a garden, is excluded from income.

Provided by Pat Rodriguez, Department of Human Resources Texas, Food Stamp Handbook

APPENDIX F

The survey instrument used in this study may be obtained by writing the Department of Vocational and Technical Education, Nail Technical Building, San Antonio College, 1300 San Pedro, San Antonio, Texas, 78284. Request: Survey Instrument, An Analysis of Fall Out Among Low-Income, Head of Household Women Seeking Employment.

APPENDIX G

OPINION SURVEY

INSTRUCTIONS:

Below are a number of questions about various topics. They have been collected from different groups of people and represent a variety of opinions. There are no right or wrong answers to this questionnaire: we are only interested in your opinions on thses questions. Please circle "yes" or "no" for each question below.

1. Do you believe that most problems will solve themselves if you just don't fool with them? YES NO

2. Do you believe that you can stop yourself from catching a cold? YES NO

3. Are some people just born lucky? YES NO

4. Most of the time do you feel that getting good grades meant a great deal to you? YES NO

5. Are you often blamed for things that just aren't your fault? YES NO

6. Do you believe that if somebody studies hard enough he or she can pass any subject? YES NO

7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway? YES NO

8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do? YES NO

9. Do you feel that most of the time parents listen to what their children have to say? YES NO

10. Do you believe that wishing can make good things happen? YES NO

11. When you get punished does it usually seem it's for no good reason at all?

12. Most of the time do you find it hard to change a friend's (mind) opinion? YES NO

13. Do you think that cheering more than luck helps a team to win? YES NO

14. Did you feel that it was nearly impossible to change your parent's mind about anything? YES NO

15. Do you believe that parents should allow children to make most of their own decisions? YES NO

16. Do you feel that when you do something wrong there's very little you can do to make it right? YES NO

17. Do you believe that most people are just born good at sports? YES NO

18. Are most of the other people your age stronger than you are? YES NO

19. Do you feel that one of the best ways to handle most problems is just not to think about them? YES NO

20. Do you feel that you have a lot of choice in deciding who your friends are? YES NO

21. If you find a four leaf clover, do you believe that it might bring you good luck? YES NO

22. Did you often feel that whether or not you did your homework had much to do with what kinds of grades you got? YES NO

23. Do you feel that when a person your age is angry at you, there's little you can do to stop him or her? YES NO

24. Have you ever had a good luck charm? YES NO

25. Do you believe that whether or not people like you depends on how you act? YES NO

26. Did your parents usually help you if you asked them to? YES NO

27. Have you felt that when people were angry with you it was usually for no reason at all? YES NO

28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today? YES NO

29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them? YES NO

30. Do you think that people can get their own way if they just keep trying? YES NO

31. Most of the time do you find it useless to try to get your own way at home? YES NO

32. Do you feel that when good things happen they happen because of hard work? YES NO

33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters? YES NO

34. Do you feel that it's easy to get friends to do what you want them to do? YES NO

35. Do you usually feel that you have little to say about what you get to eat at home? YES NO

36. Do you feel that when someone doesn't like you there's little you can do about it? YES NO

37. Did you usually feel that it was almost useless to try in school because most other children were just plain smarter than you are? YES NO

38. Are you the kind of person who believes that planning ahead makes things turn out better? YES NO

39. Most of the time, do you feel that you have little to say about what your family decides to do? YES NO

40. Do you think it's better to be smart than to be lucky? YES NO

Key

Score one point each for the following answers. Scored for externality - a lower score indicates internal locus of control.

Yes - 1, 3, 5, 7, 8, 10, 11, 12, 14, 16, 17, 18, 19, 21, 23, 24, 27, 29, 31, 33, 35, 36, 37, 39

No - 2, 4, 6, 9, 13, 15, 20, 22, 25, 26, 28, 30, 32, 34, 38, 40

APPENDIX H

COMPREHENSIVE ASSESSMENT AND SUPPORT SYSTEM*

ASSESSMENT:

ADULT NOWICKI-STRICKLAND INTERNALITY-EXTERNALITY LOCUS OF CONTROL
PERSONAL VALUES ABSTRACT
GENERAL APTITUDE TEST BATTERY
KUDER PREFERENCE RECORD-VOCATIONAL
IPAT ANXIETY SCALE QUESTIONNNAIRE
MATHEMATICS ANXIETY RATING SCALE
MOONEY PROBLEM CHECKLIST

SUPPORT

FINANCIAL AID FOR FULL-TIME AND PART-TIME STUDENTS.
CHILD CARE, DAY AND EVENING.
COUNSELING, INDIVIDUAL AND GROUP.
PEER SUPPORT GROUPS.
DEVELOPMENTAL STUDIES AND TUTORING.
INTERNALITY WORKSHOPS.
GENERAL "INDEPENDENCE" WORKSHOPS.
- BUDGETING
- TIME MANAGEMENT
- ASSERTIVENESS TRAINING
- PROBLEM SOLVING

EMPLOYABILITY SKILLS DEVELOPMENT WORKSHOPS.
- INTERVIEW SKILLS
- COMPLETION OF JOB APPLICATIONS
- JOB HUNTING TECHNIQUES
- LABOR MARKET AND CAREER INFORMATION

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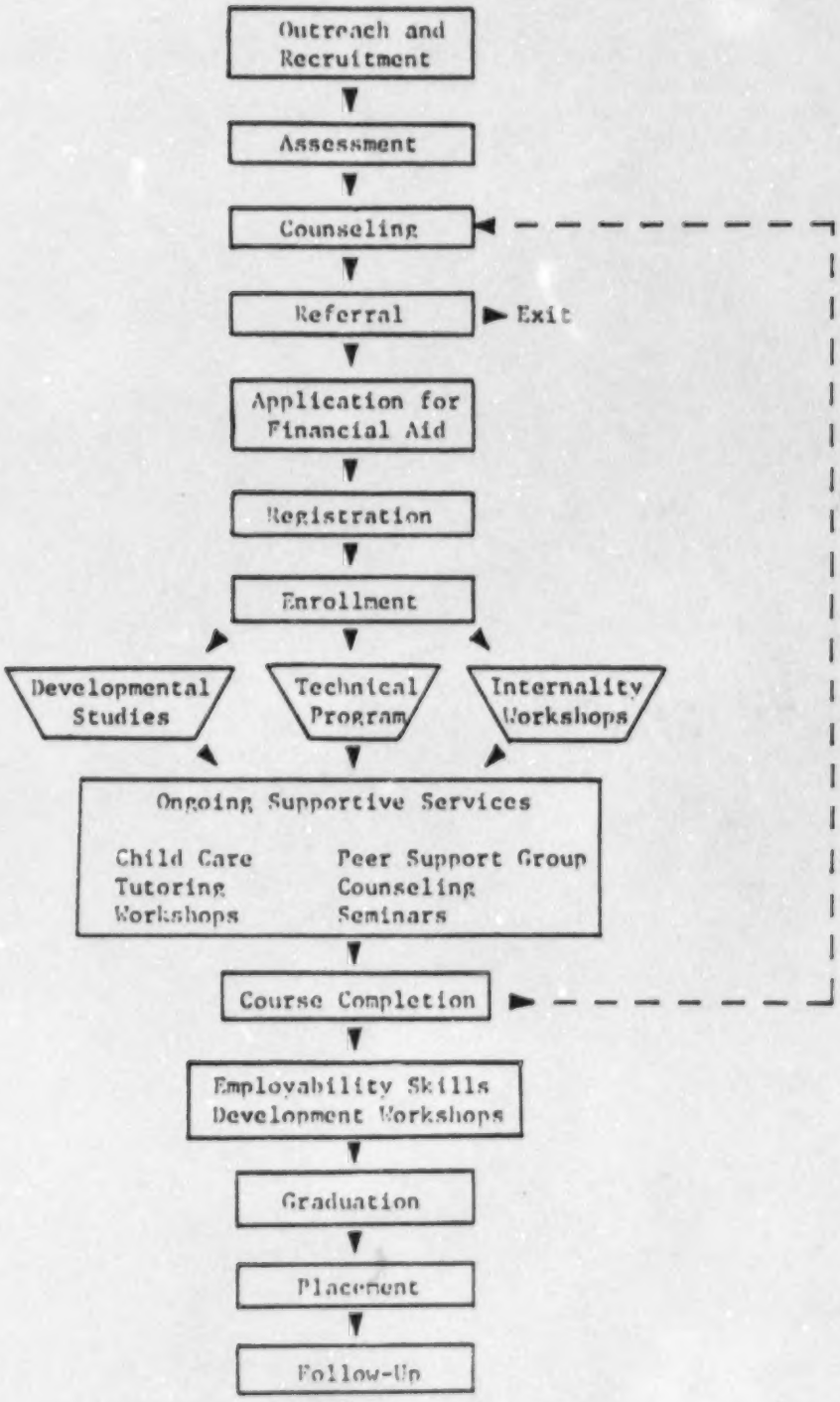
COMPREHENSIVE ASSESSMENT AND SUPPORT SYSTEM

Figure 1

Participant Flow Chart